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ABSTRACT

This manual focuses on the coach's relationships and interactions with students, school personnel, civic groups, and community agencies. The first chapter examines how athletics, as an integral part of education, can make a significant contribution (a) to the development of the individual, (b) in meeting society's needs, and (c) in transmitting cultural heritage. Chapter 2 considers personal qualities, professional preparation, inservice education, leadership responsibilities, motivational skills, and ethics of the school coach. The coach's relationships with school personnel is examined in chapter 3. Chapter 4 looks at the coach's relationships with students. Chapter 5 discusses the relationship between the coach and the team. It focuses on interpersonal relationships as well as topics such as injuries, nutrition, and drugs. Chapter 6 looks at the coach as a member of the community, and chapter 7 discusses the coach and public relations. Chapter 8 deals with the selection, care, inventory, and reconditioning of equipment, and with planning for the use and construction of facilities and their supervision and maintenance. Chapter 9 concerns the coach and legal liability. Chapter 10 discusses types of budgets, purchasing, auditing, specifications, and bidding. The last chapter briefly looks at how the information presented in this manual can aid in self-evaluation. (PB)

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coaches' manual

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This book is a reprint of **Coaches' Manual, a Guide to Athletic Coaching in Florida Schools, Bulletin 741,** except for omission of one chapter, "The Coach and Regulatory Agencies." It has been prepared for national distribution with permission of Woodrow J. Darden, director, division of elementary and secondary education, State of Florida Department of Education.

FOREWORD

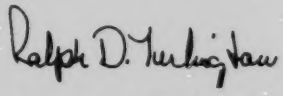
No part of the curriculum is more visible to the students, faculty, patrons, and in fact, to the entire community than is the interscholastic athletic program. The performance of the athletes, the competencies of the coaches, the appearance of the facilities, the behavior of the spectators, and the preparations and plans for the many aspects of crowd accommodations are constantly assessed by those attending games and contests. In this type environment, athletes have unique opportunities to discover and to acquire personal values while demonstrating cognitive, affective, and motor behaviors in a laboratory type setting which is always filled with emotion and excitement. Such opportunities provide a great challenge to the coaches who are possibly the most influential adult outside the home in the lives of high school athletes. These facts influenced the Steering Committee to place emphasis throughout the handbook on the coaches' relationships and interactions with students, school personnel, civic groups and community agencies. Considerable attention is given to the coaches' moral responsibilities for consistently exemplifying high principles and ideals.

Also treated are topics such as organization of practice sessions, dietary practices, the use of mood modifying substances, the prevention and care of minor injuries, the budget, equipment and facilities, and other relevant subjects. The committee designed the handbook to serve the needs of all coaches of all sports sponsored by the school. We also believe that it will prove to be a handy reference not only for the coaches but for district school board members, superintendents, and school administrators as they clarify roles and identify responsibilities of personnel involved in the athletic programs of their district and school.

In 1959 the Florida Department of Education released the first guide for interscholastic coaches ever published. We want to express appreciation to those who contributed to the development of that guide which has been widely circulated throughout the nation. We particularly wish to express deep appreciation to the members of the Steering Committee for developing this publication as well as to the Florida Athle-

tic Coaches Association, the Florida High School Activities Association, the National High School Athletic Coaches Association, and the American Alliance for Health, Physical Education and Recreation, and to the many individuals who made numerous diverse contributions.

We are proud to present this Department of Education publication in the belief that it contains practical information which can be used as a valuable resource in planning and conducting quality interscholastic programs for the benefit of the young people attending Florida schools.



Ralph D. Turlington
Commissioner of Education

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The Department of Education, as a part of its ongoing effort to assure the viability of all education programs, periodically produces publications which are designed to be helpful to district and school personnel charged with particular program responsibilities. Without the assistance of dedicated people in the profession such publications would not be possible. We gratefully acknowledge the dedicated efforts of the Steering Committee for their planning, writing, compiling, and organizing the contents. Members of this committee were:

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ATHLETICS IN EDUCATION: PURPOSES AND PHILOSOPHY

Introduction

Those who are deeply committed to, and involved in, the education of youth feel impelled to ask themselves again and again the questions: "What is my mission?", "How shall I approach my task?", and "How will I know what the outcomes are?"

The answers are seldom clear. Leaders often spend their entire lives searching in vain for the final verdict. And yet we cannot wait; we need to proceed with the urgent task of education on the basis of the information at hand. We must be guided by the widsom of experienced leaders who have preceded us.

Education has three basic purposes:

To assist individuals in their quest for self-realization.
To make the maximum contribution to society.
To pass on to coming generations the best of our current culture.

Athletics, as an integral part of education, can make a very real and significant contribution to each of these.

The Development of the Individual

Parents, teachers, and coaches must be concerned with and have respect for the development of young people in all their dimensions—physical, intellectual, social, emotional, moral and spiritual. It is important to recognize that the individual does not grow in one of these dimensions at a time but that every experience to which he is exposed affects him as a whole, unified, integrated person. The whole person attends a biology class, listens to a history lecture, participates in band practice, or plays on the football team.

It is equally important to realize that this whole person is not affected in the same way or to the same degree by different kinds of experiences. A given individual, practicing bas-

ketball for three months, will not be exactly the same as if he had spent an equal amount of time playing the tuba or writing for the school paper. The individual will develop faster in certain dimensions when subjected to one type of experience and in other dimensions when involved in activities of a different sort.

Two points are particularly important. In the first place, all teacher-coaches must realize that when they are teaching a specific concept or skill they may be unconsciously affecting dimensions of the individual which seemed to them to be unrelated. A chemistry teacher seeking to help a student learn a scientific principle could create a state of anxiety great enough to be harmful to a pupil's self-concept. A swimming coach could demand so much of squad members that they would have no energy left to study.

In the second place, everyone concerned should recognize that self-realization involves the development of all the capacities of the individual to the end that he approaches as closely as possible his potential as a whole, integrated person. Because every athlete is different—some having greater interests and abilities in a given area than do others—a coach must be conscious of the student's total development even as that boy or girl concentrates on achieving a specific fitness or athletic objective. As certain coaches have said, the goal is to develop first the person, then the athlete, and then the champion.

The simple and oft-repeated admonition is appropriate here: "When in doubt as to a course of action, try to do what is best for the pupil." Certainly everyone will agree that the first and central purpose of education is the optimum development of the individual. Through appropriate experiences in athletics, participants can be assisted to develop physically, intellectually, socially, and morally. For effective accomplishment of this purpose, good leadership is essential. Self-actualization, self-fulfillment and self-realization should be the ultimate result.

Meeting Society's Needs

Participation in athletics contributes to the needs of society in several ways. It assists in the development of good citizens who will constitute that society; it serves as a socializing process which will enhance human relations; it helps to alleviate some of the ills of society, both now and in the future.

Athletics brings people together. Properly conducted, games and contests provide shared experiences which break down barriers to communication and thus advance interpersonal relationships. Athletics in a community often serve as a rallying point, a focus for loyalties, and a source of community pride. Athletic programs have, in many instances, served to reduce bigotry and prejudice as the circumstances of race, creed, and economic status are transcended by performances of individuals.

Athletics provide much needed group experiences for many students. The feeling of kinship as players share fun, work, victories, and defeats is important to their social development. Community projects in which athletic squads and coaches participate together can also do much to enhance these benefits. Better citizens and better communities will both result from such activities.

Transmitting the Cultural Heritage

As each generation moves into its era of responsibility and power, they bring to the culture new thoughts, new art forms, and new activities which will enrich inherited cultural foundations. Part of the cultural heritage will consist of games and contests, sports exhibitions and tournaments. It is important, if chaos and anarchy are to be avoided, that succeeding generations not only experience the pleasure and joy that can accompany these athletic events, but that they also learn the meaning and importance of regulations which govern, and order which makes for tranquility and helps keep peace. This, too, is part of education. This, too, is something to which a good athletic program can contribute.

The Athletic Program

In an educational setting every effort must be made to provide athletic experiences for as many pupils as possible. Because of the infinite number of individual differences in abilities, interests, and capacities, the program must be broad and comprehensive. There should be as many athletic teams in schools at all levels as can be adequately coached and managed by the staff available. These teams should be built on a foundation of a broad and soundly organized intramural program.

If athletic activities have the values attributed them, they should be available to as many students as possible. Nevertheless, it becomes obvious in most schools that the varsity program cannot accommodate every student who would like to participate. If opportunities have been given in physical education classes and in intramurals for participation on the part of all, it is only right that the better and most talented athletes have the opportunity to meet their equals in the varsity interscholastic programs. Just as in other activities, those with special talents should be given the chance to go as far as they can in their specialty. They need challenges which demand their complete concentration and involvement if they are to develop to their fullest.

The Platform Statement, *Athletics in Education*, prepared by the Division of Men's Athletics, American Association for Health, Physical Education and Recreation, listed basic principles for the conduct of interschool athletic programs. These are so well stated that they are quoted here in full:

> "To utilize fully the potential in athletics for educational experiences, interscholastic and intercollegiate athletic programs should be organized and conducted in accordance with these six basic principles.
>
> 1. Interscholastic and intercollegiate athletic programs should be regarded as integral parts of the total educational program, and should be so conducted that they are worthy of such regard.
> 2. Interscholastic and intercollegiate athletic programs should supplement rather than serve as

substitutes for basic physical education programs, physical recreation programs, and intramural athletic programs.

3. Interscholastic and intercollegiate athletic programs should be subject to the same administrative control as the total education program.
4. Interscholastic and intercollegiate athletic programs should be conducted by coaches with adequate training in physical education.
5. Interscholastic and intercollegiate athletic programs should be so conducted that the physical welfare and safety of the participants are protected and fostered.
6. Interscholastic and intercollegiate athletic programs should be conducted in accordance with the letter and spirit of the rules and regulations of appropriate conference, state, and national athletic associations."

Attention to educational aims and goals; building on a foundation of good physical education and intramural programs; sound administrative control; well prepared coaches and athletic directors; concern for the health and safety of the participants; and meticulous adherence to rules and policies governing athletics; these are the foundation stones of an educational program of interschool athletics.

Values Through Athletics

Educators, down through the ages, have expressed their concern about education for good citizenship, character education, and moral education. Today the emphasis is on the "development of value systems".

Values, as used here, refer to basic or fundamental beliefs which underlie and influence attitudes and behavior. This indicates that, while specific behavior may be peculiar to a given situation, it is possible, through athletics, to influence the development of values to the extent that they have pervasive influence on conduct in many or even all sets of circumstances.

It is generally agreed that individuals can learn things in one situation that will influence their behavior in another. The athletic field and the gymnasium may be considered laboratories where lessons of life are learned.

Athletics abound with dramatic, emotional, personal, and intense situations. Coaches therefore have a unique opportunity to work with athletes as these young people develop their value systems.

Athletic participation not only promotes the development of but also provides visibility of an athlete's courage, perseverance, unselfishness, and stamina. If these characteristics are latent, the demands of highly competitive and demanding experiences will reveal them. As individuals are challenged to achieve things which they believe they cannot do, they often discover hidden resources which enable them to accomplish their task. Confidence which is tested in the fire of competition is real and lasting.

Although it is obvious that to engage in athletic activities develops one's physical strength, endurance, agility, and speed, it is less commonly understood that participation in athletics also satisfies other needs. For example, the need for belonging, peer-approval, self-esteem, and the approbation of authority figures often occurs through the development of competencies in games and sports. The development of a positive self-concept and the poise and personality improvement that result can be most important for the young athlete.

The opportunities to cooperate and compete, lead and follow, and to share responsibilities, triumphs and defeat, may be most significant for individuals. The friendships made in these settings will never be forgotten. These are important relationships which may be carried over into adult life.

Fun and relaxation are vital and should be stressed in athletics. These factors are often the important forces which lead to participation. They also have a strong positive influence on health, both mental and physical. They are natural and should be encouraged.

The important consideration in athletics is the influence which participation has on the philosophy of life of the athletes. Young people are in the process of establishing priorities for their actions and their conduct. Their experiences in athletics should be among the positive influences.

Athletics are only one phase of the experiences of developing youth. They do, however, play a vital and unique role. Coaches have a responsibility and a great challenge. The late President Theodore Roosevelt's philosophy of life is an appropriate close for this section.

> "It is not the critic who counts, not the man who points out how the strong man stumbled, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena; whose face is marred by the dust and sweat and blood; who strives valiantly; who errs and comes short again and again . . . who knows the great enthusiasms, the great devotions and spends himself in a worthy cause; who, at the best, knows in the end the triumph of high achievement; and who, at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat."

THE COACH AND THE NATURE OF THE PROFESSION

Introduction

Inasmuch as athletics are an integral part of the total school program, the coach must be a professional person with a sound educational background. Important considerations are the personal qualities, professional preparation, inservice education, leadership responsibilities, motivational skills, and ethics.

Personal Qualities

The coach should possess desirable personal qualities in order to satisfactorily achieve projected objectives. Rapid societal and educational change indicates that the highly desired qualities which make for good teaching and coaching include the following:

1. A reasonable flexibility and receptivity to attitudinal changes, in society, that affect youth.
2. An ability to understand and to cope with the problems and concerns of athletes.
3. A well organized, logical and rational approach to coaching which fosters mutual respect among the entire school community . . instructional staff, students, parents, and other interested citizens.
4. An ability and willingness to communicate with team, parents, teachers, administrators and the public.
5. Good judgment in the appropriate use of motivational techniques particularly those having to do with encouragement, inspiration and confidence.
6. A humanistic and ethical philosophy which emphasizes fairness, friendliness and firmness.
7. An ability to innovate and to project within a sport setting and to envision any consequences to the total school environment.

8. Emotional stability and self-control in highly sensitive and involved situations associated with sports.
9. An ability to achieve educational objectives through the patient use of direct and indirect methods.
10. An excellent example in word, deed, and appearance.
11. An appreciation of the artistic viewpoint as related to athletics.
12. A belief in and practice of human dignity as a basic quality of man.

The roles of the coach are multifaceted. Observations, experiences, and research suggest that the common characteristics of the successful coach have yet to be established.

Professional Preparation

The educational potential to be achieved from quality athletic participation by students is considered to be important. However, qualified teachers are necessary to help bring about the possible varied benefits. This is an era of challenge and change. Technological revolution has made it necessary for coaches to be aware of advances and the ways in which innovations can be utilized.

Furthermore, the moral and legal responsibilities placed upon the coach and the school administrator for the health and safety of the student-athlete make it essential that the coach be specifically prepared for these duties.

To contribute effectively to the continuing education of youth, the coach should be well informed in the behavioral and social sciences; be conversant with the humanities; and, have a general education background to provide for appropriate interpretation and integration of sport as a social force.

The expansion of athletic programs has placed a demand for personnel to handle the coaching responsibilities far beyond the supply of teachers of physical education usually available in school systems. Thus, there is a need for professionally qualified and certified coaches in addition to physical

educators who coach. Yet, the coach should be a certified teacher of physical education or, if certified in another area, demonstrate those competencies identified for athletic coaching.

Standards suggested for coaching certification are centered around five essential areas identified by the AAHPER-DMA Task Force on Certification of High School Coaches.

Medical Aspects of Athletic Coaching
Sociological and Psychological Aspects of Coaching
Theory and Techniques of Coaching
Kinesiological Foundations of Coaching
Physiological Foundations of Coaching

Concepts, competencies and experiences have been suggested for each of the above areas. The standards are considered minimal essentials for coaching certification and are not intended to be applicable for teacher certification in physical education.

While such a program would not provide a comprehensive physical education background, it would aid in the safety and health protection of the athlete. Leaders of youth would realize and understand the socio-psychological implications of sports participation. It would provide for athletic programs conducted by men and women with properly structured technical information in athletics. Prospective coaches would obtain a thorough knowledge of human anatomy and the mechanics of movement. A knowledge and understanding of the functioning of the human organism, in addition to the above would help to make the coach a better counselor and a more effective leader.

In addition to the areas specified above, related competencies are recommended to include public speaking and relations, sports officiating, philosophy and principles of athletics, legal liability and interpretation of related research and the roles and regulations of the State High School Association.

Professional laboratory experiences constitute an essential part of the education sequence for the preparation of athletic

coaches. These important experiences should be designed with specific references to standards. They should be provided on and off campus. The range should include systematic observation, initial limited participation, and subsequent full participation in coaching activities.

Structured student teaching and student assistant in sports programs at the collegiate level should be available to undergraduate and graduate students.

Involvement as player, coach, manager, official or supervisor with related experiences would indicate interest, aptitude, exposure, and some understanding of the basic essentials of athletic coaching. These experiences could include work with the Y.M.C.A., Boys' Club, recreation leagues, playgrounds, summer camps and intramural sports, high school and college athletic programs, and administrative functions and practices associated with the staging of athletic events.

Finally, an internship or planned program of instruction as an assistant coach in the selected athletic activity could reasonably assure a well qualified head coach.

A coach who has considerable expertise in a sport will quickly gain the confidence and respect of young people. Knowledge, skill, and understanding gained through athletic participation can reinforce studies appropriate to athletics and lead to greater empathy with young athletes. The coach should have a combination of technical information about sports, scientific knowledge about athletics in action, and experience as an athlete.

School principals, superintendents, and boards of education must be aware of, and consider, professionally qualified personnel for coaching positions.

Inservice Education

The coach should be aware of, and receptive to, continuous professional growth. Inservice education fosters proper professional attitudes and a higher level of quality in coaching performance. It helps to strengthen selected areas of prepara-

tion and fosters awareness of continuous change in coaching methods, philosophy, and procedures.

The learning and improving processes should continue throughout one's professional career. Since coaching is teaching, the needs of the student remain paramount.

Sources of continuing professional preparation encompass both individual and group endeavors and include:

—The study of current physical education and sport literature.
—Professional writing and research.
—Active participation in professional organizations at local, state, and national levels.
—Structured visitations to schools and colleges.
—Advanced study.
—Inservice seminars and workshops stressing a competency approach.
—Participation in clinics and institutes which emphasize technical advancement in coaching.
—Participation in conferences which stress sports medicine, sport sociology and sport psychology.
—Inservice planning sessions using local staff as well as outside consultants.
—Observational evaluation of selected sports contests.
—Self-evaluation through introspection and comparison.
—Coaching forums for the discussion and debate of ideas, experiences and theories.
—The use of instructional media, particularly television and radio.
—Travel-study sport programs of national and international scope.
—Coaching material centers to include personal, school, university and/or association collections of a wide range of educational information.

School principals, superintendents, and school board members should be continuously informed of the necessary professional preparation for athletic coaching.

Coaches have a responsibility to support and to participate in selected professional organizations.

Leadership

Having accepted a leadership role, the coach must understand and be capable of social responsibilities and positive personal relationships in the community. The ability to lead and to assume leadership, though rewarding, is also demanding. Leadership requires dedication and commitment to purpose. Because coaches are subject to the close and critical scrutiny of many people, it is essential that they observe the high standards of leadership imposed upon them. Coaches must be prepared to be particularly knowledgeable, adaptable, and communicative. Because of the highly visible nature of athletic coaching, both the neophyte and the experienced coach will have differing relationships with many publics. As a faculty member with coaching responsibilities, the coach is identified with a phase of the school program that is constantly on public display, and where, because of the mounting enthusiasm of the American people of athletics, the coach is often the center of attention. Prospective coaches must understand the requirements for managing a successful program and weigh their own abilities, interests, and personality against those requirements.

The young person's urge to participate and succeed in athletics is basic to skilled performance. Because anticipated and obtained rewards are important motivators, the athlete's goals have considerable effect on output. Coaches should direct more attention to the influence of attitude upon performance. Since the level of aspiration affects the level of performance, the coach should concentrate upon attitudinal and psychological aspects as well as upon skill development and conditioning.

Coaching Ethics

All professions expect their members to demonstrate high standards of conduct reflecting sound moral judgments. The coaching profession is no exception to this principle and because of its very nature its members are subjected to unusual close scrutiny. This fact makes it imperative that coaches strive constantly to project an image that reflects

the highest credit on themselves, their teams and their schools.

Good sportsmanship must be taught continuously for it is far more valuable than the winning of an event. Although every team should be coached to win as that is the primary objective of competition, winning should always be accomplished through spirited, yet fair play.

Realizing that they represent the teaching profession, a coaching specialty, and school, coaches must insist that teams play their best, honor opponents and respect officials and their decisions. The coach must also exemplify emotional control, courteous behavior, and fairness under all conditions.

As a professionally responsible person, a coach should exemplify the behaviors described in the code of ethics of the Florida Athletic Coaches Association:

AS A PROFESSIONAL EDUCATOR, I WILL

Exemplify the highest moral character, behavior, and leadership

Respect the integrity and personality of the individual athlete

Abide by the rules of the game in letter and in spirit

Respect the integrity and judgment of sports officials

Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement

Encourage a respect for all athletics and their values

Display modesty in victory and graciousness in defeat

Promote ethical relationships among coaches

Fulfill responsibilities to provide health services and an environment free of safety hazards

Encourage the highest standards of conduct and scholastic achievement among all athletes

Seek to inculcate good health habits including the establishment of sound training rules

Strive to develop in each athlete the qualities of leadership, initiative, and good judgment.

THE COACH AND INTERACTIONS WITH SCHOOL PERSONNEL

Introduction

In professional relationships with school personnel and administrative staff members, the coach has many responsibilities. Primary responsibilities are to the county administrative staff and the principal of the school where one coaches; however, there is an equal responsibility for cooperating with other members of the school staff, including the athletic director, members of the coaching staff, with coaches of various sports, with auxiliary persons, and the participating athletes.

The County Administrative Staff and the Coach

The district board of public instruction is the policy-making and legislative authority of the school district and as such is responsible for the athletic activities of the school system. The superintendent is the chief executive officer of the school system. The principal is the administrative liaison between, on the one hand, the board of instruction and the superintendent and, on the other, the school faculty which includes the coach. In relationship to authority and responsibility for the athletic activities of a particular school, the principal is the immediate supervisor of the coach. For the coach who also serves as athletic director there is the responsibility of conducting a broad athletic program within the policies established by the administrative authorities.

Coach-Principal Relationships

Since the activities and administrative details of an athletic program are many and varied, there should be mutual respect, understanding, and cooperation between the coach and the principal. It is the responsibility of the coach to have a complete understanding with the principal regarding the objectives and procedures of the program. The coach should keep the principal informed of any potential troublesome situations or occurrences, so that if difficulty should occur, the principal may be ready to take appropriate action. There should be a thorough understanding between the coach and

the principal regarding the relationship of the athletic program to the total educational program.

The following are suggested methods for the coach to use in increasing the principal's understanding of the athletic program:

- Confer with the principal and have a definite understanding about policies in making schedules, purchasing equipment, and planning and carrying out various athletic activities.
- Discuss problems with the principal and set forth the coaching viewpoint.
- Welcome suggestions from the principal regarding ways of improving the program.
- Avoid expressing disagreement with the principal's views or policies except in personal conference.
- Endeavor as a direct motivation toward better school morale, to develop athletes who set examples of good conduct both on and off the athletic field based on school goals and sound educational theory.
- Recognize the principal at public functions and make him feel welcome at all school athletic activities.

Coach-Athletic Director Relationships

In some schools one of the head coaches is also the athletic director. Recently, many schools have employed an athletic director who does not have coaching responsibilities. It is expected that this trend will continue. In any event, the athletic director is an administrator and is the immediate supervisor of all head coaches; therefore, the athletic director should be accorded all of the courtesies that the coach would give the principal in situations where the coach reports directly to the principal.

The Coach as a Member of the Faculty

Because the athletic program is but one phase of the total program of education in a school, those faculty members who have coaching responsibilities must understand that first they are educators, then coaches. To maintain successfully

the status of professional educators, members of the coaching staff must establish their identities as members of the faculty by accepting the duties and responsibilities usually expected of the school staff. Such actions demonstrate to all staff members the coaches' willingness to be an integral part of the total school program. When the faculty, students, and community understand that the coach is dedicated to excellence in all areas of the school program, they are all more interested in supporting the goals of the athletic program.

Because the very nature of coaching lends itself to identification by the other members of the faculty, the students and the general public, the role of the coach in educational professional leadership is limited only by the willingness of the coach to utlize the unique opportunity of being a well-known figure in the community. However, humility and sincerity are prime factors in a meaningful relationship between the coach and the other members of the faculty. Therefore, it is to the advantage of the coach to display mutual concern and support for all areas of the school program.

It is advisable that all coaches prepare themselves for certification in academic subject areas in addition to physical education. Many times this dual certification will allow a coach the opportunity of accepting a teaching position in a school which offers particular coaching opportunities rather than having to take a job in a school simply because that happens to be the only school needing a physical education teacher.

Coaches who also have classroom teaching responsibilities should strive to provide the same level of excellence of instruction there as they provide to the athletic program. They should continue to expand their knowledge and expertise in the academic subjects being taught and should keep pace with changes in content, technology, and methodology in these areas just as they must keep pace with changing techniques in the coaching field.

The coaching staff should attend school faculty meetings. The first such meeting is particularly important, since it offers

the opportunity to present to the faculty the policies of the athletic department regarding student participation in athletics; the aims and purposes of the athletic program; the relationship of the athletic director to the faculty; and the function and regulations of the state activities association as related to student eligibility. Cooperative planning with the principal and faculty committee will enable the coaching staff to participate more fully in pre-school and post-school planning.

The coach should continually be concerned with the academic progress of the student athletes. Efforts to insure academic eligibility should begin with coach-athlete conferences during the pre-school period and should include planned contacts with teachers throughout the year. These contacts should be of such a nature that they gain the confidence and assistance of the teacher as opposed to giving the appearance of seeking special favors for athletes.

The Athletic Department and the Coach

Interscholastic athletics and physical education are interrelated programs. In those school situations where athletic coaches are not involved in the teaching of physical education, they should recognize that the physical education classes have similar educational objectives as the athletic phase of the program. It is of the utmost importance that coaches and physical education teachers cooperate and respect each other's position. There should be mutual understanding leading to an efficient and effective program. Athletic programs should not dominate facilities, since schools must concern themselves with educational programs for all students.

The Coaching Staff and the Coach

It is an axiom that a school athletic program can be no more effective than its staff. A successful program is characterized by harmonious relations, mutual respect, and cooperative devotion to duty among members of the staff. Professional respect should exist between the head coach and the assistants, among the assistants themselves, and among coaches of different sports.

A coach should be loyal to professional associates and to the school. This means avoiding open criticism of the school system and unfavorable comparisons of the facilities and plant of one school with those of other schools, except as to such comparisons as are appropriate and pertinent to group-planning procedures.

The Head Coach and Assistant Coaches

The head coach should be fully cognizant of the qualifications, capabilities, and special interests of each member of the staff and should delegate specific assignments to each with proper authority to carry them out. In staff meetings, all assistants should be provided opportunities to express their views upon the conduct of the program; however, the responsibility for the final decisions rest with the head coach. The head coach should support assistants, give them proper credit, encourage their growth and initiative, and should promote their advancement within the profession, recommending them to better positions as opportunities occur. Differences of philosophy should be resolved in a private setting.

The Assistant Coach

The assistant coaches have a unique place in the framework of the coaching staff. They are expected to maintain harmonious relationships with other assistants and to support the head coach in the cooperative efforts of the staff. Characteristically, the assistant coach will be able to adapt personal ideas to the system used by the head coach. If there is persistant incompatability between the ideas of the assistant coach and the head coach, the assistant should consider seeking another position. The needs of the student athlete should be the basic consideration in all matters relating to the cooperation of the assistant coach with the head coach. They should try to maintain a harmonious relationship with the other assistants and should support the head coach in their cooperative efforts.

Relationships Among Coaches

All coaches should be guided by the principles that interscholastic sports are to be conducted for the welfare of the student and that each sport has its own definite contribution to make to the complete educational program. A

coach should not request that special privileges be extended by another coach when such privileges would impair the effectiveness of the other's program; nor should any coach belittle other sports by giving the impression that, compared to a particular sport, they are unimportant. Decisions should not be detrimental to the total education of the athlete.

Auxiliary Persons and the Coach

The coach should recognize that many people contribute to the making of a successful program. There should be wholesome working relations with the lunchroom personnel, with maintenance men, with area supervisors, and with other persons who help. Words of commendation and appreciation for their good work go far toward creating and maintaining a smoothly functioning organization. Building of a total team concept is ultimate to high level success in any quality educational program.

The Coach and College Recruiting

Recruiting of the high school athlete has become a serious program in our educational system. The coach has the responsibility of seeing that the best interests of the athlete are served. Because of the individual differences and varying ambitions of athletes, there can be no standard pattern for guiding them in their plans for the future. There are, however, certain basic principles and practices concerned with the role which the coach plays in these matters.

The coach, in cooperation with the principal, should establish school policies to regulate recruiting. These policies might include:

- Requiring college or university representatives to secure permission from the principal or coach before they meet the student during any time normally reserved for school activities. Sound liaison between the coach and principal is necessary for this.
- Having recruiting agents confer with the student's parents.
- Applying recruiting procedure to all college representatives impartially.

- Provide guides that restrict visits to colleges and universities that necessitate the athlete missing school and/or affects the athlete's performance or participation in school activities.

The coach should guide students in realizing their own ethical responsibilities after accepting grants-in-aid. The student should analyze the situation carefully before deciding upon a particular college. Once having promised to attend a particular college, the student should not change plans without conferring with representatives of that college and reaching an understanding with them. Once having accepted a grant-in-aid and registering in a college, the student should feel the obligation to pursue excellence, both athletically and academically.

The coach should make sure that the prospect is aware of the academic requirements for college entrance. Athletes should be stimulated by the coach to do the quality of high school work which will prepare them for success in college.

Before the sports season begins the school policies relative to absence during the season, or from practice, because of interviews with college representatives or visits to colleges, should be explained to athletes and their parents.

Coaches should be careful not to overrate athletes while recommending them to colleges and should not recommend athletes unless they feel certain that the prospects are compatible with the colleges doing the recruiting. Coaches should be careful not to oversell players' parents on the probable success of their children in college athletics. Educational attainment should be the basic goal for coach and athlete.

Responsibilities of Coaches to Professional Organizations

Professional associations have been and continue to be the principal clearing houses for exchange of views and information in a particular profession, for establishing standards according to the collective judgment of the membership, for cooperating with local, county, state, and national authorities, and, in general, for promoting the interests and welfare of the professions they represent.

Through professional associations, including the local, state, and national levels, coaches should continue to undertake cooperative studies dealing with basic problems and controversial issues. Although leadership from the national associations is often valuable, it is the local and state professional associations which are in strategic positions to deal effectively with problems, to make studies, and to take action on the findings of the studies.

As an obligation to their profession, coaches should engage in specialized and general professional group activities. The following is a suggested list of professional organizations to which coaches may wish to belong:

—Local, State, and National Athletic Coaches' Associations.
—Local, State, and National Associations of Health, Physical Education, and Recreation.
—Local, State, and National Education Associations.

Each coach should realize that athletic programs are a part of a school program and not superior to other identified areas of learning. Participation in professional organizations other than athletic-oriented groups is essential since the coach is normally hired to teach as a basic contribution to the academic educational program at the school.

THE COACH AND STUDENT RELATIONSHIPS

While in the past most coaches were employed as physical education instructors, today the majority of coaches are performing as classroom teachers in various instructional areas. Therefore, teacher-coaches are full-fledged faculty members having professional and moral obligations to give proper attention and care to all of the students for whom they have been assigned instructional responsibilities. It should be noted that most of the coach's total salary is payment for service as a teacher; the coaching supplement is **additional pay for extra duties**. Excellence in classroom instruction and empathy for all students reinforce the overall effectiveness of the athletic coach. Coaches who fail to recognize the value of an efficient job in the classroom create problems for themselves and their administrators.

The coach promotes school solidarity by assuming the role of leadership and involvement in active support of school-wide programs.

School Spirit and Citizenship

The athletic program and the coach need a strong bond with the student body. The base for this relationship lies in the coach's ability to work effectively with individual student-athletes on and off the field, the classroom students, and other student groups . . . on and off campus.

The coach knows that the student body may be influenced by the spirit and interest of all faculty members in the total school program. Realizing that the athletic program enlivens the school spirit and recognizing the value of good school spirit to the athletic program, the coach seeks to establish a positive relationship with student organizations. This is the key to student interest and enthusiasm.

The following suggestions are offered as ways coaches may spark student support for the athletic program:

- Visiting student council meetings to display enthusiasm and support for that group's goals and programs.

- Keeping the student body informed as to athletic goals.
- Saluting council or class officers during game intermissions.
- Visiting homerooms to discuss how sports help individual students.
- Calling on service clubs for assistance in special projects.
- Counseling members of coaching staff to consider sponsorship of service clubs.
- Encouraging athletes to incorporate athletics into class projects such as term papers, illustrations, class talks, demonstrations, and reports.
- Organizing pep clubs.

Good citizenship by students and faculty is usually initiated by example. Positive actions by coaches in their work with students provide dividends which may not be immediately apparent. The "pat on the back" and a warm word are important to the student's respect for and interest in being a good school citizen.

Scholarship

The student-athletes are motivated by the coach who emphasizes scholarship as important to the athletic program. Cooperation between the coach and the other teachers must be apparent to the student-athletes if it is to be valuable. A visit to the classroom teacher by the coach motivates the athlete as well as other students.

Guidance and Counseling

Students in today's school and society have emotional needs which must be met at every level possible. The ability of coaches to serve as confidants to students is limited only by their planning for the time in their busy schedule. The alertness of the teacher-coach to opportunities to aid such students is an important factor in human relations. Genuine concern for and interest in student-athletes and their problems, both in and out of season, are an investment in the future of the coach and the student. The student-athlete-coach relationship may also lead the coach to other students with problems.

The Band and Drill Teams

Effective planning and cooperation between the coach and the band director enhances both programs. The band and drill teams are an integral part of the school activity program and, as such, warrant the interest and enthusiasm of the coach. The importance of good rapport with the students in the band program is paramount to the support of the athletic program by the maximum number of parents.

The Cheerleaders

The role of the cheerleaders in the athletic program must be clearly defined and their value to the program be recognized by the coach. The cheerleader sponsor, the coach, and the athletic director and/or principal form a team which enables the cheerleaders to perform with maximum effectiveness. Involvement in varying degrees by all parties concerned in policies governing selection, training, performance, and financing of cheerleaders is vital to a meaningful contribution to the program and the student body. The coach-cheerleader rapport is significant to crowd control planning.

Chaperonage

School or athletic administrative policy should specify appropriate chaperonage by a faculty member (or qualified designated person) during practices, games, and travel. Having qualified and sufficient numbers of chaperones is paramount to the well-being of student travelers.

THE COACH AND THE TEAM

Introduction

The basic relationship between the individual athlete and the coach forms one of the major foundations of a successful athletic program. The relationship must be one of mutual respect and trust. The sincerity of the coach can be readily detected by the athletes and is a must for all coaches in gaining the confidence of the team.

Pre-Season

(The period from the first practice to the beginning of the first contest.) Pre-season meetings should be arranged between the coach, staff members, parents, and athletes. These meetings should include a discussion of the following topics:

- Training rules—These rules should be few and brief. Emphasis should be on proper diet, sleep, and general health care.
- Grooming and dress—Team members should be involved in developing grooming guidelines which are realistic and consistent with school board policies.
- Eligibility—The state activities' or athletic association's regulations as well as the school's rules should be thoroughly explained.
- Physical examinations—These should be arranged for the team. Individual parental desires for the athlete's examination by their family physician should be honored. However, a physical examination report must be on file in the school.
- Parental permission—Written permission is required.
- Insurance—Coverage must be adequate for each participant either in a school policy, individual family policy or a combination of the two.
- Practice schedules—Time frames for practice sessions, home contests, and away contests including travel plans should be explained in detail.

The basic safety precautions for the coach to follow during this period consist mainly of seeing that each athlete has passed a physical examination, is properly conditioned, and is issued equipment of a high quality which fits properly. It is also suggested that the coach watch for the proper balance of water and salt during practice and that early practice sessions be of an endurable period. The organization of the staff and squad normally evolves through a series of staff and team meetings that cover a variety of important aspects such as staff assignments, team discipline, and an orientation for new athletes. All policies that are going to apply during the season should be spelled out at this time and copies distributed to athletes and parents.

Practice Sessions

Practice sessions that are positively structured raise the level of expectancy and are apt to improve performance. These sessions should provide opportunities for the participants to develop concentration and automatic actions and reactions to different competitive situations. Space limitations make it impractical to describe and outline practice schedules for all sports in this section. However, there are a number of sound principles which have implications for all sports. These include the following:

- Design daily plans which seem to have the greatest potential of producing the specific outcomes expected to be accomplished during that practice.
- Communicate these plans to all staff members, including team managers, along with the assignment and role of each member during the entire session.
- Prepare facilities to be used and make certain that the equipment and materials needed are readily accessible.
- Post copies of the practice schedule for the benefit of the athletes.
- Jogging for at least one-quarter a mile, stretching, and other exercises appropriate for that practice which includes all joints from head to toes should be scheduled early in the practice. Additional jogging at a faster pace to increase

body temperature is often desirable. Procedures and activities which offer variety and challenge tend to motivate athletes and to avoid monotony.

- There should be a break at the end of each forty-five minute session. Because fluid replacement is essential, some beverage should be provided for all participants.
- The overload concept and the principle of specificity are priority criteria when selecting activities for improving the functioning of any of the body's systems.
- Training routines for any sport should be based on the demands which participation in that sport places on the athlete.

The length of a particular practice depends on several variables. These include the day of the week in respect to the time since the last event and the time before the next, the temperature, the practice objectives, the next opponent, and the physical and mental condition of the squad. Many successful coaches have discovered that they can obtain the best performance and results in carefully planned practice sessions of not more than one and a half to two hours duration.

Directions by the coach of a quantitative nature which encourage a specific score or point total might produce better performance levels by helping to set a higher level of achievement. Reasonably stringent yet attainable goals influence athletes more so than generalized encouragement.

Performance is best when motivation is high, but the coach must be guided in its application by the level of self-motivation of the athlete. In sports, emphasizing strength and power motivation must be very high, but when finesse and finer motor coordination are needed, lower motivation is preferable.

The coach's positive comments and interest heighten motivation to improve performance and incentive to develop a desirable attitude toward competition. The nature and timing of the coach's comments, particularly in group situations, is

important to sustain and improve performance through motivation.

Other considerations would include allowing for individual differences, emphasizing an aspect in understandable terms, and practicing under game conditions.

Pre-Contest

Player-coach inter-relationships during the pre-game period should promote a positive attitude toward the individual's and team's success. A general review of assignments should be given. Guidelines should also be given for the athlete's conduct during the contest. Pertinent rules and the function of the officials should be reviewed in a positive manner.

Safety precautions that the coach should take during the pre-contest period include:

- Mental and physical alertness must be instilled.
- Playing conditions, playing surface, equipment, and facilities should be reviewed.
- Pre-contest warmup should be organized effectively and the time properly utilized so that the participants are physically and mentally ready to compete. Sportsmanship should be stressed between athletes and opponents as well as between members of the student bodies, parents, and other spectators.

Visiting teams should be treated as guests. Facilities such as showers and locker rooms for the visiting team should be equal to those used by the home team.

During the Contest

The relationship between athletes, coaches, and officials must be based on mutual respect and dignity. Chastisement of athletes on the sideline should be avoided. Coaches, athletes, cheerleaders, and fans should avoid personal and derogatory remarks about or to opponents. Cheerleading should be for the team and not against anyone. A coach should address his remarks to his team only.

Safety precautions should include:

- Care of injured athletes should be pre-planned.

An ambulance should be obtained and a physician should be in attendance or easily accessible.

- A coach should always show concern for injured athletes.
- The use of injured athletes should be avoided. Medical opinions should be respected.
- Head coaches should attend injured athletes.

Post-Contest

A coach should be cognizant of the need for post-contest praise for young athletes. Remarks made to the media should be tactful. Athletes should never be blamed for a loss and a coach should never criticize an athlete or the public in general. Coaches should endeavor to praise all team members for a well-earned victory.

Injured athletes should remain in the dressing room until each injury has been carefully checked. The coach should see that all athletes are cared for and are able to get to their homes following the contest.

A post-contest squad meeting is desirous for the promotion of team unity. In victory the team should be reminded that the contest just played is history. After a loss the squad meeting should be a time of resolution. This is also a good time to begin mental and emotional preparation for the next contest.

Off-Season

The coach should stress a well-planned conditioning program to build the athlete's speed, strength, and endurance. This is the time that most coaches feel that next season's team is made. A real selling job on this plan of off-season conditioning is necessary because most young athletes cannot realize the importance of such programs.

The off-season program should not keep athletes from participating in other sports nor should it be a drudgery. It should be fun and characterized by competitiveness.

The off-season is an excellent time to counsel with individual athletes regarding careers, academic progress, and further

academic endeavors. Academic eligibility for the next season should be stressed. It is during the off-season that many athletes fall by the wayside in respect to training rules and conduct. These topics should be stressed the year around.

PREVENTION AND CARE OF MINOR ATHLETIC INJURIES
(Excerpts from the Broward County Athletic Trainer's Guide)
Minor injuries are an important factor in the overall function of any athletic program. They are a constant source of irritation to coaches and players. Minor injuries become major injuries if not properly and promptly treated. The loss of time, service, and performance may be a direct result of improper treatment. The prevention and care of minor injuries to the head and face areas, the upper extremities, the torso, and to the lower extremities will be treated in this section. Actions to take at the time of the injury, information on post-injury treatment, and helpful hints to reduce or even avoid such injuries will be described.

HEAD AND FACE INJURIES:

Cuts on the lip or inside the mouth.

In cases where an athlete is kicked or bumped in the face and superficial cuts occur on the inside of the mouth, saturate a piece of cotton with a non-stringent, place it on the inside against the injury and pack additional cotton over the area between the cheeks and teeth. Leave this compress in contact with the wound for thirty minutes to an hour. This same procedure may be used where there are cuts down on the outside of the lip. If deemed necessary, repeat treatment in four hours.

CUTS OVER THE EYE:

This type of injury needs immediate temporary dressing so that the player can continue.

Place athlete prone on his back. Wipe blood and sweat from brow area with sterile cotton. Apply tuf-skin or QDA to clean area—especially above and below the cut. Place small gause pad, soaked with anti-bacterial agent over the wound. Secure tape firmly below cut and pull

up and secure above. Anchor as needed. Have team physician check for necessity of stitches at end of game.

TEETH:

Prevention of tooth damage—exact fitting tooth bar or mouth piece.

In more serious cases of immediate swelling, use ice pack until a doctor can be visited.

EYE INJURIES:

Prevention.

Carry a pear bulb in trainer's kit for immediate use to wash eye out in case dirt, chemicals, or foreign objects should become lodged in the eye.

The quicker it is washed, the less chance of extensive injury to the eye. A vertical laceration of the eye lid and a torn tearduct are serious injuries to the eye and should be treated by a surgeon.

Black eye.

Apply ice to damaged area as quickly as possible to control swelling in and around eye. Check the pupil dilation to determine extent of injury. (Use bright lights). If there is no response to light treatment, this is a good indication of more serious injury and a doctor should be consulted immediately.

MINOR INJURIES TO THE UPPER EXTREMITIES:

Sprains of the wrist.

Particular attention should be given to the nature of the injury, position of wrist at time of injury, what the athlete felt or heard, and the position of wrist when reported. If there is moderate swelling and not much tenderness plus good performance of the functions of the wrist, the injury is probably a moderate sprain. Moderate sprains should be immobilized with an adhesive strapping, and ice and elevation applied for the first twenty-four hours. If swelling is minimal, hot soaks and support by strapping may be all that is needed for a few days. Wrist injuries tend to be slow in healing,

and their recurrence is quite prevalent. The use of a strap may be continued for a prolonged period of time. The use of exercises is indicated early and should be repeated often during the day.

Sprains of the Phalanges.

By being hit on the end of the finger or having a finger caught in a jersey, etc., a sprain of the joint is produced. All sprains to joints of the fingers are painful but not often serious. A splint for a day or two will relieve pain, as will the application of cold packs to the area. After the first day or so, hot soaks will loosen the joint and help repair the injury. However, with proper treatment and exercises, the swelling will be reduced to a minimum. Strapping the fingers together will protect them while playing.

Contusion of upper arm and fore arm.

One of the more common injuries is a bruise to the outside of the upper arm. Soreness and swelling are evident, but limitation of motion depends on the severity of the bruise. Palpitation will produce pain and inspection may or may not reveal swelling. The immediate application of ice and pressure controls bleeding. The next day, depending on the severity of the injury, heat may be applied. Moist heat, whirlpool, hot soaks, hot shower, etc., are effective forms of heat for this injury. If the bruise is very swollen, the continuance of a sling should be indicated. In severe bruises the use of a sling during the acute stage is very beneficial. In mild cases the use of a "hot pack" and protective pad may be all that is necessary.

Sprains of the elbow.

Inspection will reveal swelling in the front, in the back, or completely around the joint. Tenderness will be localized by gentle pressure, and the exact site of injury can be located. Immediate treatment consists of compression, ice and rest in sling. Ice packs should be

applied to the elbow joint for at least forty-eight hours, after which the application of heat and massage plus limited exercises may be started. Whirlpool baths are very effective, as the athlete can perform active exercises while the arm is immersed. The use of the sling may be discontinued as the recovery progresses. The prolonged use of support in the elbow joint delays the return of active motions and may result in an excessive formation of scar tissue, which in turn will cause a limitation of motion.

Fingernails.

Fingernails, unlike toenails, should be cut with the contour of the finger and should not extend beyond the end of the digit. Nails that extend can be broken off, and this will be painful as well as disabling. In sports where ball handling is essential, this injury is quite common. Treatment for a broken nail consists of immediate cleaning of the wound. Trimming of the uneven edges, etc., is essential after which an ointment dressing is applied. Antibiotic ointments are very effective in the management of broken nails where the skin has been torn. Protective dressing should be worn until the wound has healed.

Contusion of nail with hemorrhage.

Blood forming under a nail is very painful and is usually the result of a contusion. By releasing the pressure, pain and discomfort may be relieved. By drilling a hole in the nail to release the blood, immediate relief is attained. The hole may be drilled by a regular nail drill or by the sharp blade of a knife. After the hole has been made, a dressing should be applied to keep the wound clean. Ointment applied to the dressing will stop the blood from clotting and allow the wound to drain. Continue dressing until oozing has stopped.

Torso injuries Wounds-

Prevention: Wounds are common accidental injuries, but many can be prevented. Some

measures might include: Policing play area for broken glass and other sharp objects; selecting area away from any fixture that might result in any type of wound.

Treatment: The method of treatment will vary somewhat as to the type of wound.

Abrasions: Cleanse the injury thoroughly, using a sterile dressing. When the abrasion is located in an area covered by clothing, use some antiseptic ointment, then cover with a sterile dressing. Expose the abrasion to the air whenever possible.

Incision and lacerations: Cleanse the area around the injury with soap and water. Excessive bleeding may be controlled by using direct pressure on the wound.

Athletic Trainers

An important addition and great asset to any athletic staff is an athletic trainer. An increasing number of school districts are establishing this position with a salary supplement comparable to the coaching supplements. In other districts a central training room is maintained and staffed to serve several schools.

Strapping

It is not the purpose of strapping to return the athlete to practice with a false sense of security. All that the psychological type of strapping usually succeeds in doing is to cause a reinjury more serious than the original one. The objectives of strapping are primarily to enable the athlete to return to the practice field at the earliest possible date in order to maintain a good state of physical conditioning while recuperating from the injury. Only when the injury has healed to the satisfaction of the physician should the athlete return to active competition.

Equipment and supplies recommended for the training room are:

Tape, 1" and 1½"	**Felt**	**Ice Bag**
Alcohol	**Elastic Bandages**	**Crutches**
Heat balm	**Safety Pins**	**Canes**

Petroleum Jelly
Skin Toughener
Tongue Depressors
Cotton
Sterile Pads
Ankle Wraps
Sponge Rubber
Scissors
Ammonia Capsules
Gauze, 2" and 3"
Combine Roll
Butterflies, Small, Medium, Large
Re-Wrapping Machine
Tape Remover
Stretcher
Splints, Inflatable
Plastic Oral Screw
Refrigerator
Peroxide

PRACTICAL ANSWERS TO RELEVANT QUESTIONS ON NUTRITION

(Article prepared by Mary Helen Goodloe, R.N., Dietary Consultant, Georgia Department of Human Resources)

Pre-Event Meal

Q. Should the high school coach be responsible for the pre-event meal?

A. Not unless it is more convenient for the team to eat in a designated place.

Q. Should special types and amounts of food be served for a pre-event meal?

A. The meal before any sporting event should be acceptable to the individual athlete. Athletes should feel that the food eaten will help them give their best performance.

Q. Does the pre-event meal supply all the energy needed for a game or contest?

A. No. The quantity, quality, and regularity of food eaten the other days of the year supply a great deal of the energy needed.

Q. How long before game time should the pre-event meal be eaten to allow time for digestion to take place?

A. Three to four hours is sufficient.

Q. Should all players be required to eat a pre-event meal?

A. No. Each athlete has a different emotional reaction to the game. Stores of energy will meet their needs for short duration.

Q. Are liquid formula diets generally liked by high school athletes?

A. These products are not familiar to many people. Be sure that EACH athlete likes the kind to be used; it could be objectionable to SOME.

Food Facts

Q. What type foods should be eaten daily by an athlete (both boys and girls 12 to 18 years of age) to supply the energy, vitamins, minerals and other nutrients?

A. The foods which they should eat daily are classified into four food groups:

Two or more servings selected from lean meat, poultry, fish, eggs, dried beans or cheese.
Four or more servings of vegetables or fruits.
Four or more servings of bread or cereal.
Two-four cups dairy products: cheese, ice cream, or one quart milk (maximum amount).

Q. What is the chief function of food?

A. Food is eaten primarily to supply energy. The young athlete will usually eat sufficient amounts of food to meet his energy requirements.

Q. Why is it important that foods be eaten to provide the recommended daily allowances?

A. Along with the energy in food, other materials help keep the body in top condition.

Q. What are some of the other functions which foods perform?

A. Build and maintain tissue, muscle mass, and reaction time of muscles and nerves; create healthy blood to transport oxygen to the cells and regulate body fluids; prepare materials to "cement" walls together; heal wounds and broken bones; perform many functions to keep the body in prime condition.

Q. What habits should a coach encourage to derive the best physical performance from an athlete?

A. Encourage EACH athlete to assume personal responsibility for a year-round schedule of REGULAR EXERCISE, SLEEP, and WELL-BALANCED MEALS. INSIST THAT ATHLETES EAT BREAKFAST; it is a very important meal.

Weight Control

Q. What should be recommended for the athlete who may need to lose weight?

A. Medical supervision. Have the athlete see a physician well in advance of pre-season practice. Many obese persons have physical problems that need the attention of a physician during a weight reduction program. DO NOT PERMIT AN

ATHLETE TO GO ON A CRASH DIET. Vital functions could be permanently damaged.

Q. What should the coach do when it is felt that the athlete's lack of weight affects ability to play?

A. An athlete that seems underweight should be referred to a physician. Physicians agree that a high school athlete is still growing in both height and weight and does not need a special diet for the express purpose of gaining weight.

Q. What should the coach do toward the end of the season with regard to weight maintenance?

A. Have a physician, nutritionist, dietitian, home economics teacher or an area school lunch supervisor discuss with the individual or squad the subject of energy expenditure versus energy intake (the balance between exercise and food intake).

Stay in touch with the squad to encourage a year-round exercise program for weight maintenance—an individualized program that they can enjoy for the rest of their lives.

Heat Stroke Precautions

Q. How can diet be used in combating heat stroke?

A. URGE LIBERAL AMOUNTS OF ORANGE JUICE AND OTHER LIQUIDS after practice, and SALT ON FOODS.

Q. Would five meals a day for pre-season practice during the very hot weather be helpful?

A. Yes. The schedule might be arranged as follows:

BEFORE EARLY MORNING PRACTICE—Orange juice, other fruits or cereals.

AFTER MORNING PRACTICE—More orange juice and as much as the athlete wants of favorite breakfast items.

LUNCH—Light, appetizing foods.

SUPPER—A substantial meal.

BEDTIME SNACK—High carbohydrate foods.

Q. Which is better, salt tablets or saline solution, for conditioning to heat?

A. Saline solution is more readily available to meet the need of the body. In excessive sweating, water is always lost in excess of salt and FLUID REPLACEMENT IS ESSENTIAL.

Q. How is saline solution made?

A. MIX ONE LEVEL TABLESPOON SALT AND ONE GALLON WATER.

Q. How much and when should saline solution be given?

A. HOW MUCH—10 to 20 ounces (1-3 glasses) per hour for each athlete. WHEN—Before, during, and after practice until the squad has become accustomed to the heat. After this, liberal use of salt on food is sufficient.

Milk

Q. How much milk should be included in the diet of an athlete?

A. One quart is the maximum daily amount that should be consumed. This amount provides approximately one-third of the 30-35% fat per day recommended by the American Heart Association.

ONE QUART MILK provides the following amount of the recommended daily allowance:

32% Calcium—for building and maintaining strong bones.

40% Protein—for growth and maintenance of muscle tissue.

25% Vitamin A—for firm skin and muscle mass.

100% Vitamin D—helps the body absorb calcium and phosphorus in building strong bones.

83% Vitamin B2 (Riboflavin)—for tissue metabolism.

Q. Should milk be limited in the pre-event meal?

A. It should be an individual decision. Some can take it, but others cannot. Emotional or psychological factors may cause some athletes to believe that milk interferes with their performance. Yet, they can drink a pint for lunch before strenuous practice with no ill effect.

Q. May skim milk be substituted for whole milk in weight maintenance?

A. Yes. One quart may be used. The fat has been removed reducing the caloric value from 166 to 81 calories per glass.

Q. What is "cottonmouth"?

A. The mouth becomes very dry and feels fuzzy. TENSION causes the salivary glands to decrease the flow of saliva. WATER, ICE, CHEWING GUM, and SOFT DRINKS are effective in combating this condition; there is no scientific evidence that "cottonmouth" is caused by milk.

Vitamins — Minerals

Q. Should vitamins, minerals and other supplements be given to all members of the squad?

A No. A BALANCED DIET WILL PROVIDE ALL THE NUTRIENTS NEEDED BY AN ATHLETE. Some supplemental nutrients which are in excess of bodily requirements are eliminated as waste—thus they are a waste of money. EXCESSIVE INTAKE OF VITAMINS A, D, E, AND K CAN BE HARMFUL.

Q. Should a coach send an athlete to a physician with instructions that vitamins be given?

A. No. Let the physician decide whether the athiete needs supplemental vitamins.

Q. Are there many athletes who need vitamin-mineral supplements because of nutritional deficiencies?

A. If a well-balanced diet is eaten, few athletes will need supplements.

Q. Which foods will provide the vitamins athletes need?

A. Vitamins are present in many foods eaten in well-balanced diets. Foods with large amounts of vitamins are:

VITAMIN A FOODS

Recommended Daily Allowance 5,000 International Units

3 tablespoons butter or fortified margarine—1,380 IU
4 glasses whole milk—1,400 IU
1 sweet potato—11,000 IU
1 cup turnip greens—15,000 IU
1 serving liver—12,000 IU
½ cup canned or fresh peaches—600 IU

VITAMIN C FOODS

Recommended Daily Allowance 80 Milligrams

¾ cup orange juice—90 mg.
1 cup tomato juice—38 mg.
1 medium tomato—34 mg.
1 cup strawberries—90 mg.

VITAMIN D FOODS

Recommended Daily Allowance 400 International Units

4 glasses (1 quart) fortified Vitamin D milk—400 IU

VITAMIN B1

Recommended Daily Allowance 1.8 Milligrams

VITAMIN B2

Recommended Daily Allowance 2.5 Milligrams

The Vitamin B Complex are present in meats, cereals, and other foods and are provided by a well-balanced diet.

DRUGS AND SPORTS

(Article prepared by The Joint Committee on Physical Fitness, Recreation, Sports, American Academy of Pediatrics, in cooperation with the Academy's Committee on Drugs. Pediatrics, Vol. 52, No. 3, September, 1973.)

Young people today grow up with the notion that there is a drug to hasten recovery from practically every illness and that a healthy person can be even better off if he has something special in his diet or in his manner of living. The result of these beliefs and attitudes is a host of misconceptions about ways by which a healthy individual can be improved by a miracle drug, a special diet, a vitamin, a hormone, particular exercises, or some other procedure. There is no scientific basis for any such practices, although they are usually not actually hazardous. However, a number of drugs, including those allegedly capable of increasing performance, may indeed be harmful.

Some athletes and their coaches, in their eagerness to excel, are now using a variety of ergogenic aids in an attempt to increase work output and thus improve performance. Such attempts to enhance physical ability have involved the use of nutritional, physical, and pharmacological agents.

The subject of dietary measures to improve physical performance can be dealt with in a few words. There is no evidence to support claims that any special food, vitamin, or other nutritional supplements can improve athletic ability of an individual already receiving an adequate diet.

There is also no scientific evidence that the use of physical ergogenic aids (breathing oxygen, use of massage, ultraviolet light, mechanical devices, and so forth) will bring about better physical performance. Oxygen cannot be stored in the tissues, and so its inhalation before exercise has no effect on performance or rate of recovery. The use of massage, ultraviolet light, vibrating machines, ultrasound, or other mechanical devices never has been proven to have beneficial effects on performance, although in moderation their use has no adverse effects.

The drugs receiving the most attention from athletes at the present time are the so-called anabolic steroids. These agents have been used therapeutically to treat individuals who are in need of an anabolic affect on nitrogen balance during recovery from a prolonged debilitating illness. Healthy athletes have begun to use such drugs to attempt to increase their strength and weight.

Anabolic steroids are more correctly described as androgenic-anabolic steroids because none of the anabolic steroids in use today are free of androgenic activity in humans, although tests in animals have been interpreted to indicate safety in man. There are exceptional instances when medical treatment of impaired physical development by hormones under a physician's supervision is indicated. However, when youths who have not achieved their full growth use so-called anabolic steroids to improve athletic performance, the androgenic component may hasten closure of the epiphyses and possibly cause precocious pubertal sexual development. In females there is the possibility of masculinization. Other ill effects attributed to such steroids are cholestatic hepatitis and prostatic hypertrophy. The use of androgenic-anabolic steroids is contraindicated during adolescence.

Before and during puberty or after 50 years of age, when endogenous testosterone production in males is not at maximal peak, the androgenic-anabolic steroids may cause an increase in muscle mass. However, in spite of this apparent beneficial result, these steroids are not recommended at any age because of the side effects.

Research has not demonstrated increases in strength, motor performance, anthropometric measurement, and working capacity after the use of androstenolone—a popular anabolic agent—by young men. Athletes who claim gain in weight and increased athletic performance appear to have taken self-administered doses of steroids far beyond the therapeutically recommended amount of these drugs; the results are questionable at any age, and highly undesirable in adolescence.

There is some disagreement about the effects of amphetamines or athletic performance. These drugs have potent effects on the central nervous system. Among the actions are stimulation of the respiratory center, elevation of systolic and diastolic blood pressure, and predictable psychic results. Apparently, more work can be accomplished, but complex tasks are not improved. Physical performance is improved if the athlete is fatigued. Amphetamines produce prolonged alertness, a feeling of well-being, and decreased awareness of fatigue; but, an individual's judgment and, particularly, his own estimate of his performance are impaired. Misleading elevation of mood and increased confidence and initiative contribute to a sense of well-being.

The amphetamines are dangerous because of their hazardous effect of masking the signs of fatigue or exhaustion; thus, the drug may be harmful to the stressed athlete. Psychological dependence and tolerance may occur with chronic use; and, if increasing doses are taken, toxicity may be produced. In large dosage, amphetamines may cause cardiac arrhythmia. Central nervous system effects are wakefulness, loss of ability to concentrate, and increased motor and speech activity. Physical addiction would be extremely unlikely to happen.

The use of anorectic agents, diuretics, and restriction of fluid intake to make a certain weight classification is not indicated for medical reasons.

Sedatives and tranquilizers are frequently used in preparation for athletic performance to allay tension and anxiety. Barbiturates are most commonly used for this purpose, but other

tranquilizing drugs are also employed. While occasional use of a short-acting sedative to obtain restful sleep the night before a performance may be justifiable, the frequent use of "downers" in preparation for participation in sports is hazardous because of detrimental effects on performance and the possibility of psychological dependence.

The use of drugs as an aid to improve athletic performance cannot be condoned. No drug can safely make the athlete better than he normally would be. The facts and dangers regarding the use of anabolic steroids, stimulants, and sedatives should be made available to athletes, coaches, parents of young athletes, and physicians. All of them should know that the misguided use of ergogenic aids to improve athletic performance is contrary to good medical care, harmful to physical and mental health, and counter to ethical and sportsmanlike participation in athletics.

THE COACH AS A MEMBER OF THE COMMUNITY

Positive Actions for Positive Roles

The objective of a well-balanced educational program is a well-rounded youngster. So it is with coaches who must organize their time and efforts in order to be active citizens of the community. Their spirit of civic pride and community concern is observed not only by the members of athletic teams, but also by many other persons. Therefore, the coach must accept the role of community leader and demonstrate civic interest by such actions as exercising the right to vote and displaying knowledge of good government.

Moral Responsibilities and Personal Life

The moral responsibilities are very evident for the athletic coach who strives to teach players that athletic participation provides lessons in life. All of life's virtues are displayed in one form or another in athletic competition. To be less than completely honest with youth and other persons involved in athletics leaves the coach in an untenable position.

The personal life of the coach is viewed by the athlete and the public as an example for youth. Although in recent years the sophistication of our society has alleviated the community pressures which demanded the spartan or puritanic existence of school personnel, the responsibility of the coach to conduct an exemplary personal life is still highly important. This leadership role demands one's best effort so that young emulators may aspire to a healthy and wholesome future.

Civic Responsibilities

A willingness to share professional competencies with the community lends an extraordinary dimension to the coach's relationship with many groups of citizens. The coach deals directly with the community's most important asset . . . its youth. Those parents who are involved in civic, religious, fraternal, or recreational groups are also citizens who provide general support for the overall educational program and specific assistance of time, finances, and attendance to the athletic program. Coaches should be available to speak to these organizations and, whenever teaching schedules and

administrative policies allow, they should be participating members of civic organizations.

Influence on Community Agencies and Groups

The effective influence of athletic coaches on a community is in direct relation to their involvement in positive action programs where their opinions may reflect enthusiastic, constructive points of view. Participation in community affairs sets the stage for the coach to function in governmental, industrial, and educational areas; therefore, athletic coaches must organize time wisely in order to become successful . . . in the profession, personal and family life, and in the community. Failure to function effectively in these areas invites problems which penalizes the participants, the program, and the profession.

THE COACH AND PUBLIC RELATIONS

The Role of the Coach's Family in Public Relations

In American society the role of the coach is generally determined by the members of athletic teams, their parents, the student body, the news media, community groups, and other similar groups.

A frequently overlooked group is the coach's family. Since the coach's family probably is closely associated with the interworkings of the coach's responsibilities, it is suggested that family members be well versed regarding procedures to be used in talking with the people in the community and the press. A positive view should be presented. To insure the integrity of all concerned, differences of opinion among coaches, players, and others should not be discussed publicly by the family. Young children, particularly, are known for relaying information that is out-of-context, and that can be injurious to participants, families and friends. Ethically speaking, coaches should plan with their families as much as they do with the teams to insure the truth and objectivity of information circulated to the community. The family should respect the individuality of each player and coach in the same way they would expect to be treated. A guiding principle would be for the family not to discuss the failures of the team in private or public.

Rapport with Student Athletes

The community has a special concern for the coach's conduct in relation to the young people involved in the various athletic programs. The personal influence of coaches on athletes is extraordinary, and coaches often achieve most rewarding personality adjustments in the young people with whom they work. Because it is in the role of counselor that coaches often experience their most difficult assignments, they should be skilled in effective guidance techniques.

The relationship between coach and athlete, unlike that between most other faculty members and their students, is one that brings them closely together in circumstances outside the regular school hours. These associations usually

include many hours together, some during after-school practice, others on out-of-town trips, and still others in the homes of the coach and the student. These occasions provide excellent opportunities for the coach to influence positive character development.

Rapport with Faculty Members

The coach's relation with the rest of the school staff should be one of understanding and cooperation. The coach should be sympathetic with the various departmental programs and should support them positively. Assistants and athletes should be encouraged to display loyalty, enthusiasm and support for all school activities. It is expected that the coach would work constructively with professional colleagues for the welfare of all students and for the entire school program and would not criticize teachers nor any school department in the presence of students or the public.

Rapport with Community Agenices

American society today is one of civic-mindedness. As a result, the development of civic clubs is an important characteristic of our social structure. It is true that belonging to a civic club costs time and money; however, it is also true that such membership is an investment in success that a coach should not overlook. In making talks, showing movies, and participating in the functions of these clubs, a coach can make invaluable contributions to the community.

The usefulness of a coach to the community can be expressed not only through club activities but also through personal relations with parents, with other faculty members, and with various other individuals and groups. The coach will often be singled out as someone who is rather important, and being conscious of this posture, should be appreciative rather than resentful as a public figure.

Rapport with Other Coaches

Professional respect among coaches at all levels of athletic competition is important. Each coach has a philosophy and approach for the development of his athletic team but so long as the contest is played by the established rules and policies, respect will be the "name of the game." Coaches

who act outside of the ethical behavior advocated by professional organizations should be reprimanded or eliminated from the profession. Each coach has an obligation to help regulate his own profession.

The following are suggested guides to each coach in his relationship with other professional coaches:

- Provide positive recognition of other coaches to the general public and news media.
- Resolve personal differences with other coaches in private setting.
- Establish a well planned checklist to assist visiting teams coming to your school.
- Schedule all games with other schools well in advance.
- Honor all scheduled commitments.
- Make new coaches to the area feel welcome.
- Influence students and spectators to treat opposing coaches and teams with respect.
- Provide positive feedback to the opposing coach at the conclusion of the contest.
- Coach in the spirit of the rules of the game.

Cooperation with News Media

A most important aspect of interscholastic sports is the sports reporting in the local, state, and national press. Full coverage of sports news and the cooperation of sports editors are essential for the success of the high school athletic programs. Cooperative efforts must be made by both the school and the news media, and these efforts must be undertaken in a climate of mutual confidence, understanding and professional respect.

The coach should remember that the sports section of a newspaper is limited in space and that it is planned for a specific local clientele with varying interests. No matter how much news occurs, these limitations seldom vary. The coach should understand that the space which a newspaper devotes to sports is designed to allow room for world sports, national sports, cartoons, box scores, averages and other statistics appropriate to seasonal sports and the editor's sports column. This distribution of space is constant, and since

no one interest can crowd out the others, the total space for each is limited. During the school year, however, a large proportion of the sports section will be given to local news. A limiting factor in space allotted for each school is, of course, the amount of local sports news from all sources. The growth of communities and the consequent establishment of new high schools further limit the space that may be allotted to a single school. The keen competition, moreover, among newspaper, radio, and television forces the editor to select material that will meet this competition; that is, the editor must select news for print that will be of the greatest interest to the largest number of readers.

It is encouraging to know that, despite these limiting factors, the local sports editor will normally give priority to local sports news. He will, for example, often shorten a story on the World Series or slash the account of a championship prize fight in order to print such news as the loss of the local star halfback or the current season ticket sales for the local high school contests. But it is the responsibility of the coach, who wishes such news cover, to assure that the news media knows about such things.

Each newspaper has its own policies and the sports reporter must adapt to these interests. The coach will find that, as a rule, the sports writer wants the school athletic program to be successful, and in return, would like the coach to help the reporter provide interesting coverage. Mutual assistance is, therefore, desirable for coach and sports writer alike. By such cooperation the best interests of school, newspaper, and community are served.

The coach and athletes are the makers, as well as readers, of sports news. The program is in such a position that the athletic staff will get out of the sports section largely what they put into it. This means that, in the absence of a highly trained, well paid public relations man, obtaining coverage for the school is up to the coach. It is an important part of the job.

These are some specific suggestions which will help coaches maintain good relationships with sports writers and other media personnel. The coach should:

- Get acquainted with sports writers. This is the first step in getting news coverage for the school.
- Never cause the sports writer to print a statement that is not true.
- Furnish the sports writer with correct information about athletes (i.e., weights, heights, eligibility, injury, etc.).
- Be sure the number of each player corresponds with the program number.
- Plan well the post-game report to the newspaper, long before the game time. If the coach becomes excessively excited during a game, reporters should be asked to allow a ten or fifteen minute breather before the interview.
- Be prepared to hold a "picture day" early in the practice season, at which time photographers may take individual and group shots of the entire team in game uniform and reporters may complete interviews.
- Inform reporters about basic strategy so that they will be better able to describe athletic events.
- Provide the sports writers from the various media with press passes for contests.
- Provide adequate facilities and assistance in the press box.
- Give the reporter post-game results with the same care as pre-game information. The post-game report might include:
  —The location of the contest
  —The winners and the score
  —The outstanding players, as named by the two opposing coaches
  —The players' first and last names correctly spelled
  —The season record of both teams to date.

It is altogether possible that an incident will arise which the coach feels is not a matter of public information but which the newspapers look upon as their privilege to report. The coach can avoid misunderstandings and considerable mental anguish by approaching these incidents correctly. First, the coach should determine if the incident is likely to be a prime topic of conversation at the school or in the community. If so, it will unquestionably find its way to a good reporter. The coach should be the first to give the story to the press. In that way the reporters will not only have the facts, they will also be sympathetic toward the coach and will be likely to accept that version of the story.

Sometimes the news material may be of a borderline nature. The coach may not believe it is fit to print and may hope it will not come to a newspaper's attention. In such an event, coaches may take advantage of reporters' obligations to honor off-the-record trusts. If the reporters agree to accept off-the-record statements, they are obliged not to print a story until it comes to attention in some public way.

If the coach's best judgment indicates that an honest answer to a question would be detrimental to the school, ethical procedure requires that it not be answered. In such cases, "No comment" is entirely justifiable. The coach must assume responsibility for the observance of ethical procedures in all relationships.

Professional newsmen are agreed that high school students should not be criticized for mistakes they made during a game. No reputable paper, for instance, will ever comment upon an apparent lack of courage, judgment, and the like on the playing field. If the reporter should insist upon doing this, after being asked not to, the coach should see the reporter's superior. The reporter has a right, on the other hand, to comment upon flagrant examples of unsportsmanlike conduct, and it is necessary for him to report errors that figure in the outcome of the contest.

If there are several high schools in the community and only one newspaper, there will unquestionably be times when the coach of a particular school will feel that the team is being

slighted, that the school is not getting its fair share of coverage. In such an event, the circumstances should be considered carefully. If one team is having a losing season while other teams in the community are doing better, it should be remembered that the newspaper is likely to print more about the winner than about a loser. If a game was held out of town while the other schools played at home, it should be remembered that home games will receive more coverage.

The coach who is in a community where two or more newspapers are in keen competition should establish a fair policy upon which all reporters covering athletic events can depend. News that the coaches originate—for example, schedules, plans, and announcements of various kinds—should be released on an alternate morning and afternoon basis. This policy should be thoroughly understood by the reporters. Spot news, on the other hand, should be channeled to the papers on whose time the story breaks. A news development at 4:30 p.m., for example, would go to the morning papers; another at 10:00 a.m. legitimately falls to the afternoon papers. Spot news, of course, is news that is unforeseen or unscheduled—news items such as injuries, accidents, resignations, and the like. Follow-up to the other sources is needed.

As soon as possible before assuming athletic program duties, the new coach should write the station directors of radio and television companies in the area and arrange to meet them and become familiar with their facilities. Also, the sports directors of these companies should be informed about prospects for the season and special methods of handling practice and post-game interviews.

They are likely to reciprocate this friendly approach by furnishing valuable suggestions about problems peculiar to the new situation, access to little-known and little used facilities, and lists or pre-season information about other teams in the area. The coach who earns the respect and good will of the news media will be in the favorable position of having their facilities offered instead of having to request them.

Television has developed to a point where it is reasonable to expect its usefulness and availability for quality promotion in the school athletic program. The association between the coach and television is important; it is not unreasonable for a coach to anticipate that one of the school's teams will appear almost every week before some segment of the vast television audience in live coverage or news clips.

If live coverage is to occur, the coach has certain responsibilities to help bring about a smooth telecast. The following suggestions pertain to these responsibilities:

- Provide a sufficient number of quality "spotters" for the radio and television sportscasters. For this work there are usually athletes available who are prevented by injuries from participating in the game but who, because of their familiarity with members of the squad, can contribute interesting highlights on the players' performances. They will probably enjoy doing this and will doubtless consider it a partial compensation for not being able to play.
- If there is not a public relations man or a newsman for the job, the coach should engage some capable person to keep statistics on the game and to furnish them as appropriate during and at the conclusion of a competitive event. Other faculty members are excellent sources of assistance.
- For the benefit of television viewers as well as the sportscasters, the coach should be sure that the players' numbers coincide with the numbers appearing in the program. If a change before or during an event occurs, these changes should be brought to the attention of the people in the press box.
- If customary, refreshments should be provided for all people in the press box who are not regular employees.
- The coach should extend to the television people the courtesy of arranging in advance for a pregame and post-game interview. If the other news services will cooperate, this can be done simultaneously for all.

There is an important difference between the television-radio dissemination of news and that of the newspaper; the newspaper article or feature story is somewhat less personal and colorful, but it has a degree of permanence which is lacking in the broadcast or telecast. The newspaper materials may be clipped and filed away for future reference; the broadcast or telecast, however, lives only for the moment, and if one misses it, he misses it forever. But the possibilities of color and description in television are so vast that no coach can afford to slight them. It is the coach's best means of conveying information to the public about the athletic program. There have been occasions when the coach was resigned to having a team presented before a limited group of spectators, sometimes under such adverse conditions as inclement weather, poor seating capacity, and a losing game. Through television, however, the coach may appear in filmed interviews under much more favorable circumstances, enjoying a relaxed atmosphere, accompanied by other interesting personalities, and making a presentation to viewers who are themselves comfortable and receptive.

The extent to which a coach or school athletes generate news for the three principle news media determines how frequently and how favorably they will be mentioned when they are making no effort to appear before the public. The coach should be particularly careful to treat these three media impartially, being equally cordial and cooperative with each of them. However, as a precaution, the news media should not become the coach. Careful planning and execution in the release of news to the media is vital to the building of the team concept.

Relationships with Game Officials

A coach, or another properly authorized person, or group, has the responsibility of selecting the most competent officials who are available and registered in the state. These officials should be treated with the courtesy due any guests. The coach should never indicate, in the presence of spectators, dissatisfaction with an official. Any discussions with an official concerning plays or decisions should be conducted in a calm and friendly manner.

The coach should respect the decisions of the officials and should not make any critical statement to the press concerning decisions of officials. Officials should be contacted prior to the contest they are scheduled to work and provided necessary information. It is best not to employ hometown officials nor to have the same crew of officials for more than two or three home contests during the season. Whenever possible, a separate dressing room, adequately supplied, should be provided for officials. The coach should see that the officials are paid before the contest, and should arrange for competent timers and scorers.

Currently in most states each coach has an obligation to rate the officials after every game. It is desirable that coaches wait several hours before making this report in order to allow for objective evaluation of the official's performance.

The coach has a definite responsibility to know the rules of the sports being coached. To keep up-to-date, members of the coaching staff should attend rules clinics. Also, they should meet together with officials to discuss common problems, either as individual school staffs or through organizational structures such as athletic conferences.

Crowd Accommodation and Management

Crowd accommodation has for many years involved providing ample parking, concession convenience, clean rest rooms, shelter from rain, drinking fountains, and the provision of other conveniences. It has more and more in recent years involved providing protection for players, coaches, and spectators from malcontents and vandals.

The schools are becoming increasingly aware of the need for preventive measures to overcome crowd control behavior problems. Many communities have seen considerable difficulties arise with crowd control or assistance problems over the last few years. Incidents such as rock and ice throwing, band members being pushed and shoved while marching from the bus to their seats, and even verbal and physical embarrassment of cheerleaders and majorettes have not been uncommon.

The problem, however, is not one which belongs exclusively to sports. Disturbances are a national and local problem. Sports are a major arm to counteract these disturbances and a national medium to coordinate community involvement, thereby bringing the community together to solve a common problem.

Loitering by out-of-school youth around schools and at athletic events can be one of the major causes of problems. It is recommended that the coaches associations encourage the city or county to enact an ordinance against loitering on school property, assaulting a teacher or student, using harrassment techniques or obscene language, and against disrupting a class or school activity. Such ordinances are currently in existance in some cities and those could serve as an example or model for constructing one in your locality.

The following measures could prove most helpful in preventing trouble at athletic contests:

- Specific rules and regulations should be enacted as is indicated above.
- Each facility where athletic contests are held should be studied **in advance** to determine potential trouble spots.
- There should be a definite plan and route procedure for teams, students, and non-students to enter and leave the site of the activity.
- All areas, corners, hedge rows, bathrooms, etc. inside a stadium or gymnasium should be brightly lighted.
- All areas outside a stadium or gymnasium, including parking lots and approachways, within about a two-block radius, should be brightly lighted.
- All students should be issued identification cards and required to bring them to athletic contests.
- All home games should be video taped with special attention given to identification of disorderly spectators.
- City and county officials should assign supplemental officers in uniform and should plan patrols so that they are in the area at the conclusion of the athletic event.

- The public should be made aware through news releases to the media of the final disposition of problems and recommendations concerning game incidents. While it should be remembered that the majority of students are mannerly and well behaved, there are those who are not and knowing the possible punishment might serve as a deterent.
- Where there is great potential for disorder at a particular game, that game should be played at a neutral site.
- Cheerleaders and cheering activities should be of such a nature as not to promote trouble. The sponsor should remain with the cheerleaders at all times.
- All coaches' statements to the news media should be related to game procedures and players' performance. Statements concerning troublesome situations should come from other school officials.

THE COACH LOOKS AT EQUIPMENT AND FACILITIES

Equipment Selection

Five major factors to be considered in selecting equipment include safety, comfort, appearance, usage, and budget considerations.

SAFETY:

Of primary importance is consideration for the safety of the student. The inexperienced coach should consult an expert as to the best quality of protective equipment available. The coach should remember when selecting someone with whom to consult about equipment that while the sporting goods manufacturer or dealer is probably an expert, he is not necessarily the one with whom you may obtain the best advice. Since the sporting goods dealer has a special interest in the product he is selling, it is advisable to talk with an experienced high school coach or with a college coach or trainer concerning the best available protective equipment. The trainer will frequently have researched the various types of protective equipment available and can give you concrete evidence upon which you can make intelligent and defensible decisions. Players should be counseled in the importance of wearing properly fitted equipment. Periodic checks of equipment by coaches will help reduce injuries to athletes and assure longer use of the equipment.

COMFORT:

Comfort is a consideration which can be closely related to safety. Comfort, however, must be considered for non-protective as well as protective equipment. Some protective equipment by its very nature does not enhance comfort; however, the most comfort available without loss of protection for the participant should be built into the product purchased. Comfort in items such as shoes is essential in order to insure that the player will be able to concentrate on the game at hand, and that there will be a minimum loss of practice time or playing time resulting from discomfort or minor irritations and injuries, such as blisters. Improperly fitted uniforms,

either too large or too small, can easily result in a loss of mobility and decreased efficiency on the part of the player. Younger players are frequently hesitant to call such situations to the attention of the coach. Due to this problem and the growth patterns of younger players, periodic checks should be made to insure player comfort.

APPEARANCE:

Appearance is a consideration which does not affect the comfort or safety of the player. It may, however, play a major role in determining team pride. The team members should have equipment that is, and uniforms that are, attractive enough that they can take pride in their appearance. Uniforms that are colorful, distinctive, and meaningful can give a psychological lift to the player, team, and spectators. The coach should attempt to select some piece of equipment or uniform which is distinctive and will serve as a sort of rallying point for the team. Another major point to consider related to appearance is that of uniform standardization. Exterior items of apparel which players wear in game situations should be standardized. There is nothing more disconcerting to the second or third team player than to have to wear an off-brand helmet or shirt and shorts which are slightly off color. In addition, replacement costs can normally be reduced if equipment is standardized.

USAGE:

The use of equipment is a prime consideration in its selection. Three different types of equipment that might be considered are developmental equipment, practice equipment, and game equipment. Developmental equipment is in a class of its own and should be purchased for a specific or special purpose. As an example, a medicine ball may be purchased to aid in strengthening athletes' arms. Such equipment is normally used in the off-season. The player should be accustomed to handling official regulation equipment prior to and during the season. In general, practice equipment should conform to the same specifications as game equipment. The use of old game balls as practice equipment is desirable only as long as they continue to meet size, shape, and resilience specifications. It is undesirable to have players practice with a

ball which has lost its original form and then play with a perfect new ball.

In the selection of practice uniforms, the coach should be just as conscious of comfort as he is with game uniforms. While color is a factor in practice uniforms, the primary consideration should be durability, maintenance, and comfort.

BUDGET:
The fifth factor of major consideration is that of budget. A prerequisite of budget consideration should be a thorough knowledge of state purchasing laws and local school board policies regarding the disbursement of internal account funds. A budget proposal should be prepared and submitted by the head coach to the athletic director, or principal, as is required by local policy. Basic considerations in devising a list of needed equipment include the number of athletes to be involved in the program, the methods of coaching and practice to be employed, and the existing inventory. Too frequently the coach budgets for, or orders, equipment without consulting a carefully prepared inventory. The principal and athletic director should approve an itemized budget prior to its implementation.

Care of Equipment

The value of an efficient system of purchasing equipment can be lost unless proper care is taken and repairs are made during the playing season when equipment is in use and unless proper storage is provided when the season is completed. A properly secured, heated, air conditioned and lighted equipment storage room with adequate space for handling and repairing equipment should be provided. In damp areas a dehumidifier has proven to be helpful in preserving equipment.

A wholesome attitude among players toward the use and care of equipment should be encouraged. Players should understand that the equipment is loaned to them and that it is their responsibility to care for it properly during the playing season. Players should sign for equipment issued

them and should be held responsible for its safe return. There should be a systematic method of cleaning and issuing equipment. It should be the policy of the administration to help enforce the rules set forth by the athletic department regarding student responsibility for the replacement of lost equipment. The practice of giving equipment to selected participants is not acceptable and borders on dishonesty by the coach.

One coach should be designated as responsible for the care and issue of equipment for each sport. An efficient and perpetual inventory system should be designed and maintained. It is advisable to use a card file or record book in which to record the description and size of equipment and the name, grade, position, telephone number, street address, and locker number of the player to whom equipment is issued. A good marking system for identifying equipment is a must if players are to be held responsible for equipment they check out. A conscientious student manager should be secured and trained in handling, issue, cleaning, and repair of equipment. This manager should be supervised by the coach who is responsible for equipment.

Periodic checks for detecting and replacing damaged equipment should be made. (Examples: Track shoes should be checked for missing spikes and/or spikes of legal length. The suspension system in the football helmet should be checked for looseness. Leather shoes in use should be brushed and oiled weekly and after use in the rain.) Considerable money can be saved by making needed repairs before there is extensive damage to a piece of equipment. The student equipment manager can be instructed in making many repairs and preserving equipment.

Clean uniforms and underclothing should be issued on a regular basis. In schools where players furnish their own personal equipment such as socks, supporters and towels, coaches should provide a policy which will aid in keeping it clean.

Every coach should make a special effort to improve knowledge of the care and repair of equipment, since equipment is

both a major safety factor and the major area of expense in the athletic budget.

Inventory of Equipment

It is important that the coach keep an adequate inventory of athletic equipment in all sports. To effectively do this, there should be a standard inventory form selected on the basis of appropriateness, simplicity, and adequacy.

A good inventory should indicate:

- The quantity, quality, size, and condition of all equipment on hand.
- Equipment that needs repair or replacement.
- New equipment that is needed.
- Lost equipment.

The coach should make an inventory of all sports equipment prior to the beginning of a particular sport season. This inventory should include all equipment, both used and new. Also, a running inventory should be kept during the season in order to determine what equipment is worn out or lost.

Immediately after the close of each season, an inventory of all equipment should be made and needs for the coming season established from this inventory. The proposed budget should then be presented to the principal or the athletic director for the next season. The head coach of the sport concerned should be responsible for the preparation of the inventory. By preparing the inventory personally, the coach will have a much better understanding of the equipment situation. Inventories should remain available from one year to the next. This procedure places the coach in a favorable position to discuss budget needs.

Reconditioning Equipment

Many items of athletic equipment cannot be repaired by coaches and managers but can be returned to useful service at great financial savings to the school by the use of the services of a reputable athletic equipment firm. Coaches should familiarize themselves with the reconditioning process and the services offered by firms specializing in this area.

Facilities

The athletic director is frequently responsible for the planning, supervision and maintenance of the athletic facilities, yet some of these responsibilities should be delegated to the coaches of the various teams.

Planning the Use of Facilities

It is of paramount importance that the coaching staff recognize that many school activities require the use of the school's athletic facilities. Physical education classes, band practices, intramural sports, cheerleading, assemblies, and spontaneous recreation should be integral factors in planning the use of a school's facilities. Scheduling of these activities should be decided by a committee which includes the school staff persons responsible for various programs. Once such a schedule is confirmed by the committee and approved by the school principal, it should be signed by each committee member and copies should be circulated to the committee and then posted conspicuously about the school premises. With the great need for athletic facilities that exists in most schools, planning should be such that a facility is never left vacant or closed.

Planning for Construction and Major Maintenance

The athletic director along with other school personnel who have a concern for the same type facilities should devise a long range plan for facility construction and maintenance. This plan should include all facilities which are desirable whether they seem "practical" or not. These facilities should be placed on a priority list in terms of their importance and in terms of their practicality. Funds for construction or improvement, as the case may be, should be pursued diligently from all available sources. The major achievements are made from a series of little steps. Remember also that the professional coach has a responsibility to have input into the design of the facility as well as for promoting the construction of a facility. The architect normally has little conception of the details that make a facility functional to the professional. A common light switch to put out all lights with one flick of the hand from the coaches' office and a common water valve which can cut off all the shower heads from the coaches' office can, over the period of the year, save

money, save thousands of steps and hundreds of hours. Priorities should also be given to security, particularly the areas where equipment is to be stored.

Supervision and Daily Maintenance

To provide the most consideration for the health and safety of participants, each facility needs daily supervision and maintenance. Broken glass on the playing and practice fields, fungus in the locker room and shower areas, and security of participants' valuables are but a few of the many problems that may be encountered and resolved by daily supervision and maintenance. Because it is impossible and undesirable for the athletic director or head coach to perform the many duties related to this area of concern, there is a growing trend for district school boards to accept major responsibility for proper care and maintenance of athletic and physical education facilities through improved custodial and plant services. There should be regular staff persons augmented by student assistants assigned to maintenance duties. The athletic director or head coach should, at the very most, be concerned with supervising these employees. There should be an extensive list of daily, weekly, monthly, and seasonal maintenance needs prepared and assigned to appropriate custodial personnel and student managers. Maintenance matters should not be left to chance or the memory of one or a few persons. They should be specifically designated and routinely accomplished. It should be remembered that the coach is a professional teacher and administrator whose time should not be consumed by the lining of fields or by the performance of maintenance tasks.

THE COACH AND LEGAL LIABILITY

Liability lawsuits resulting from injuries of athletes during interscholastic athletic activities are rare in most states; protection for the coach, however, lies in a sound understanding of the principles of liability. Every coach should have a thorough knowledge of the following topics: Who is liable for accidents in the athletic program; what constitutes negligence; the principal defenses against suits for damages, means by which suits can be avoided; and what is current state law.

Who May Be Held Liable

For many years governmental agencies enjoyed sovereign immunity in Florida; however, the 1973 Legislature waived the immunity of the state, within limits, with such waives to become effective in January, 1975. With the exception of a very few states, the school boards and similar agencies in charge of public schools are immune from tort liability, unless there is a statute which places liability upon these agencies. The state, because of its sovereign nature, is immune from tort liability, and the agencies in charge of public instruction are regarded by the courts as branches of the state government.

Principals, supervisors, coaches, and other teachers are subject to the usual rule covering tort liability, that is, such individuals are liable for injuries resulting from their negligence and are not liable, regardless of the kind of injury, if not negligent.

What Constitutes Negligence

Negligence has been legally defined as the failure to act as a reasonable and prudent person would act under the circumstances. This is a vague and elusive definition for the layman and requires clarification. The following elements are necessary if a suit based upon negligence is to be successful:

- Duty to conform to a standard of behavior which will not subject others to an unreasonable risk of injury.

- Breach of that duty.
- A sufficiently close casual connection between the conduct or behavior and the resulting injury.
- Damage or injury resulting to the rights or interests of another.

In view of these elements, it can be seen that negligence is based not only upon carelessness but also upon conduct or behavior which should be recognized as involving risks to others. A coach who fails to avoid a dangerous situation through carelessness, ignorance, forgetfulness, or poor judgment may be found negligent and held liable for damages. The following are some questionable practices of coaches which may be the basis of legal liability:

- Supplying pills (e.g., Aspirin) for headaches.
- Examination and diagnosis by stethoscope.
- Prescribing anti-cold pills or capsules.
- Strapping or taping without expert assessment for possible fracture.
- Permitting return to play of a player with a head injury.
- Playing injured players not medically certified.
- Permitting students to return to activity after illness without medical certification.
- Prescribing gargles or swabs for sore throats.
- Use of cutting instruments on calluses, corns, bunions and ingrown toenails.
- Administering local anethesia to permit play after injury.
- Attempting to revive unconscious persons.

A coach can be liable for administering too little first aid and also for administering too much.

Principal Defenses Against Suits for Damages

A coach is not always liable when an accident occurs even though he has been negligent. There are five different legal defenses which might be employed by the teacher to avoid losing a suit. These are:

1. Proximate causes of injury. The negligent behavior must be what is known as the "proximate cause of the injury" before a jury will

sustain a damage suit. This means that the negligent action of the coach was the direct and immediate cause of the injury. If the accident were only indirectly or remotely due to the careless behavior of the teacher, the latter would not be liable. The negligent conduct must be a substantial factor in causing the injury, or the claim will be disallowed.

2. Contributory negligency. If the injured athlete failed to act as a reasonably prudent individual should have acted under the circumstances and if this negligence contributed to the accident, any negligent conduct on the part of the coach is cancelled. The athlete is expected to employ a reasonable standard of self-protection. When contributory negligence can be demonstrated, the law makes no effort to apportion the wrong between the athlete and the coach.

   It should be recognized, however, that what is reasonably prudent conduct on the part of the coach might not be so construed for an athlete. The standard of behavior expected of an athlete is that which other athletes of the same age, intelligence, and background would ordinarily demonstrate under the circumstances. If the athlete does not exercise the degree of care which normally would be expected of such an athlete for his own protection, his contributory negligence would cancel any negligence on the part of the coach.

3. Assumption of risk. When athletes voluntarily engage in activities they take upon themselves the risks involved in such participation. Both players and spectators assume that the normal risks involved in participating in or witnessing athletic contests are present. The spectator at a baseball game who is struck by a foul ball assumes this risk when he comes to the game. The spectator who is injured at a football game

when some of the players fall out of bounds voluntarily assumes this risk when he attends the game. The player who is injured in a football game understood that when he tried out for the team he was taking a risk of injury. It should be pointed out, however, that players have the right to expect safe equipment, safe facilities, and qualified leadership when they become candidates for school teams.

4. An act of God. When an uncontrollable act of the elements occurs and there is an injury, no liability is attached to the teacher. Coaches should know that waiver forms from parents or guardians do not provide immunity to tort liability. They do assure parental knowledge and permission, however, and may prevent the filing of suits by parents.

5. Comparative Negligence. Both the teacher's and the student's negligence contributed to the injury and the costs are pro-rated.

Avoiding Damage Suits

As individuals, coaches must be concerned with protecting themselves against suits for damages. They should be concerned with providing a safe environment for their students. It is educationally unsound to coach an activity in a dangerous manner in unsafe surroundings. A comprehensive and continuous safety program should be of primary concern for every coach.

The coach should be sure that the environment is safe. He should have all apparatus, equipment, and facilities inspected periodically to locate hidden hazards. Any hazards should be removed, and if the coach cannot correct the hazardous condition personally, he should notify in writing the principal of the school and keep a carbon copy of the notification. The activities selected and the manner of coaching them should not make unreasonable demands upon the capacities of students. Equipment and apparatus should be locked up when not in use.

In case of injuries, a qualified coach should give first aid. Serious injuries should be treated by a physician. Injured students should not be allowed to continue participation until the extent of the injury is determined. In serious cases, medical clearance should be required. All students should be encouraged to have accident insurance, and the coach should have comprehensive personal liability insurance. Complete, detailed accident reports including the names and stories of eye-witnesses should be filled out immediately after an accident. These reports serve two purposes: (1) They may serve as evidence in case of a suit for damages; and (2) they focus attention on hazards that should be eliminated.

A conscientious coach who has the interests of the players in mind is not likely to be sued for damages. In the unlikely event that this should happen, however, coaches should be aware of their legal rights. A sound knowledge of the rules governing tort liability may serve both as a protection to the coach and as an incentive for improving the athletic programs in the school.

Coaches want to know what to do and what not to do to avoid being negligent in the performance of their professional duties. In other words, they want to know what it means to act as a reasonably prudent and careful person according to generally accepted professional standards. One of the best ways to avoid negligence is to apply the rules of safety at all times.

Because the states differ with respect to legal responsibilities, it is suggested that each coach:

- Be thoroughly acquainted with the statutes and court decisions relative to school district liability in the state.
- In those cases where the meaning of these statutes is not clear, secure rulings from state legal authorities.
- When necessary, seek advice of legal counsel, because it is unwise for anyone to attempt to be his own attorney.
- If your school agrees to buy insurance, be sure it is legally permissable to use school money for that purpose.

- Become familiar with your legal status as a public school teacher.

Remember at all times that the coach serves *en loco parentis*, that is, in place of the parents or as a substitute parent. Try to anticipate the dangers and act as a thoughtful parent and a competent professional person would presumably act under all circumstances.

It has been established that individual coaches can be sued for negligence. therefore, there are some terms that one should be familiar with in discussing tort liability. The following definitions are from *Black's Law Dictionary:*

> *Accident–An unforeseen event occurring without the will or design of the person whose mere act causes it. In its proper use, the term excludes negligence. It is an event which occurs without fault, carelessness, or want of circumspection for the person affected, or which could not have been avoided by the use of that kind and degree of care necessary to the exigency.*
>
> *Tort–A private or civil wrong. A violation of a duty imposed by a general law or otherwise upon all persons occupying the relation to each other which is involved in a given transaction. There must always be a violation of some duty owing to plaintiff, and generally some duty must arise by operation of law and set by mere agreement of parties.*
>
> *Liability–A broad legal term. It has been referred to a point of most comprehensive significance, including almost every character of hazard or responsibility, absolute, contingent, or likely.*

THE COACH AND THE BUDGET

The control of athletic finances is defined in state statutes and local policies. This fact limits criticism and releases the coach for other duties. The philosophy and practice of the state school administration indicates that athletic funds should be handled in the same manner as other school funds. Administrative and athletic staff members who are involved in expenditures for athletic activities should help prepare the budget and estimate of expenditures for athletic activities. (Sample budget forms are included in this Section). The athletic director is responsible for implementing the budget as it has been approved. Once prepared and approved, it must be followed carefully and conscientiously. Necessities for revisions of it should be made only with the approval considered by those who prepared and approved the original. An accurate record of income and expenditures, with periodic checks of the current status of the budget, is necessary in order that the athletic director may use budgeted funds most economically. Periodic reports from the bookkeeping department showing all financial transactions to date will facilitiate such checks.

There are several sources of income for financing interscholastic athletics, for the most part, however, gate receipts must carry the burden. The selling of season tickets is a recommended method of increasing gate receipts. This method guarantees a definite income despite poor teams and bad weather, and it also provides funds early in the season, when they are often needed. Other sources include:

- Special projects.
- Gifts and donations.
- Revenue tax sources.

It is highly desirable to have the athletic budget guaranteed through regular tax sources just as are other school learning activities. Use of tax monies insure quality equipment and supplies for the losing team whereas gate receipts might not.

The financial management of the particular program is one of the most important responsibilities of the coach. The necessity of using available funds to provide the greatest possible service for all requires that effective business procedures be used. In dealing with school funds, it is important that no transaction go unrecorded or unexplained. All, showing receipts, disbursements, and balance or deficits, should be open to inspection. These records should be clear, brief and complete.

The ideal school budget may be defined as a complete financial forecast of both expenditures and receipts, based on an educational plan. It is a statement of estimated receipts and expenditures. A budget is the point of departure for a program—a channel in which to operate. The purpose of the budget is to keep expenditures within the limits of income and available funds and to apportion these funds fairly among the various activities, thereby providing a balanced educational program.

The truth is that sensible budget planning, careful selection of equipment, and a strict policy of ordering athletic equipment early can cut the high school cost problem down to manageable size.

Types of Budget

An alert athletic department will always be planning two types of budgets, the annual budget and a long-term planning budget. The planning budget represents a schedule for possible expenditures over a period of years. This type of budget might relate to a priority list of needed facilities or a general equipment buildup for a new athletic offering.

Purchasing

Perhaps one of the chief criticisms of athletic departments by school business personnel is the practice of lax purchasing methods. Again, it should be re-emphasized that school policy and procedures must be followed. **Coaches and other athletic personnel should not be given authority to buy anything they wish—especially on the spur of the moment.** Proper requisitions must be written and purchases made only by authorized personnel.

The athletic director must work closely with the designated purchasing agent of the school. Often this is time consuming and coaches become impatient, but ultimately, better service, high standards, and better equipment will result. It is important for school purchasing agents to realize that the athletic director's recommendations for purchasing should be strongly considered. His opinion should be the best available in the school system. A team relationship of mutual respect and understanding should develop between these two people. This type of professional cooperation will result in efficient buying methods and provide the best athletic material for the money available.

Auditing

The auditor is a periodic visitor to the school business office. If business records are in good order, if ticket sales and other income records are properly done, acknowledgment will be forthcoming. The athletic director's records are carefully examined along with other school books.

Specifications and Bidding

It is not unusual to hear a physical educator or coach remark, "If only we could procure the supplies and equipment we want, when we want them, and from a dealer of our choice."

Such a wish could become fact if the policies governing selection and procurement of supplies and equipment for the school system are carefully planned and executed. When such policies are in operation, the coach can be assured of receiving the desired quality and types of equipment and supplies.

A vital concern in budgeting is that all the coaches should be involved in budgetary discussion and that the total school athletic budget include separate budgets for a sport.

Each coach, working with the athletic director, is then responsible for expenditures from a sport's budget rather than from an overall budget for interscholastic athletics.

The following forms can be of invaluable aid to the business-like coach:

Budget Summary of Estimated Expenses
Report of Athletic Funds
Sample Order Sheet for Equipment
Invitation to Bid
Sample Equipment Card
Sample Equipment Inventory Form
Sample Inventory and Survey for Athletic Equipment
Budget Summary of Estimated Income
Athletic Department Estimated Expenditures

BUDGET SUMMARY OF ESTIMATED EXPENSES

SCHOOL_____ School Year: 19____-19____

Sport	Administration; Cost of officials, guards, tickets, field, printing, postage, etc.	Cost of officials for home contests	Home-game contract guarantees	Away-game expenses	Cost of equipment, repair, and laundering	Cost of training, first-aid, medical supplies and care	Cost of awards	Incidentals: pictures, film, coaching, fees, etc.	Total Estimate for Sport for Year
Baseball									
Basketball									
Cross-Country									
Football									
Golf									
Swimming									
Tennis									
Track									
Others									
Total Estimate									

Suggested Form for Budget Summary of Estimated Expenses

REPORT OF ATHLETIC FUNDS _____ HIGH SCHOOL

School Year 19___ Month_____

	Football	Basketball	Baseball	Golf	Swimming	Tennis	Track	Total
Total, Preceding Report								
Receipts, Current Month								
Ticket Sales, Home								
Ticket Sales, Other Schools								
Guarantees and Game Divisions								
Concessions								
Interest Earned								
Sale of Booster Items								
Tournament								
Aid from Civic Clubs								
Booster Clubs								
School Organizations								
Others								
Total Receipts, Current Month								
Total Receipts to Date								

REPORT OF ATHLETIC FUNDS FORM

(MONTHLY)

SAMPLE ORDER SHEET FOR EQUIPMENT

Item No.	Description			Quantity	Unit Trade Price	Total	Unit Bid Price	Total
	Amount	Size	Colors—Describe Sleeve Stripes, Numbers, Brand, Shoulder Inserts, etc.					

SAMPLE

INVITATION TO BID

Sealed bids for items indicated on the attached list of athletic equipment will be received by the School Board of _____(district)____, _____(mailing address)_____, _____(city)_____,Florida, up to and until _____(time)_____ and _____(date)_____ ,at which time bids will be publicly opened and read aloud.

All prices quoted must be f.o.b. _____(school)_____ _____(address)_____, stating the time delivery can be made after notice of award of bid. Delivery date must not be later than_____(date)_____.

Size, color, description, and jersey number arrangement will be provided successful vendor.

Price and quality will both be considered in determining the successful bid.

Envelopes with bids should be clearly marked on outside, "Sealed Bid — Athletic Equipment."

The School Board of _____(district)_____ reserves the right to reject any part or all bids.

Very truly yours,

SAMPLE EQUIPMENT CARD

Name _____ Position _____ Weight _____ Grade _____

Address _____ Phone _____ Locker No. _____ Lock No. _____

Sport _____ Date Equipment Issued _____ Date Returned _____

Physical Examination _____ Eligibility Reported _____ Fees: Towel _____ Locker _____

Article	Size	Number	Condition	Article	Size	Number	Condition
Shoes				Shoulder Pads			
Helmet				Hip Pad			
Game Jersey				Thigh Guard			
Game Pants				Knee Pad			
Practice Jersey				Socks			
Practice Pants				Supporters			

I agree to replace all athletic equipment lost, misplaced, or destroyed while issued to me.

_____ _____ _____

Student's Signature Adjustments Coach's Signature

Form on 5 x 7 card

The above card can be used for every sport by changing the description of the articles to be issued. Facts pertinent to a particular school situation can be inserted at the top of the card in place of those already mentioned.

SAMPLE EQUIPMENT INVENTORY FORM

Sport_____ Date Inventoried_____ Inventoried by_____

Description of Article	Amount on Hand	Size	Condition			Not Accounted For	On Hand Total	Estimated Need	Total Amount
			New	Usable	Need Repair				
Total									

SAMPLE INVENTORY AND SURVEY FOR ATHLETIC EQUIPMENT

School_____ Date_____

Coach_____ Inventoried by_____

Estimated Cost_____

Description of Article	Amount on hand	New	Good	Usable	Need Repair	Est. Need	Unit Guide Price	Extension
1. Headgear								
2. Headgear with Face Protector								
3. Shoes—Game								
4. Shoes-Lowcut								
5. Shoes-Practice								
6. Shoulder Pads								
7. Shoulder Pads								

BUDGET SUMMARY OF ESTIMATED INCOME

School _____ **School Year 19____-19____**

Sport	Home Games		Away Games		Total Estimate
	No.	Receipts	No.	Guarantees	
Baseball		$		$	$
Basketball					
Cross-Country					
Football					
Golf					
Swimming					
Tennis					
Track					
Others					

1. Total estimated receipts $_____

2. Estimated amount to be realized from student or general organization ticket sale $_____

3. Grand total of estimated receipts for present year (Sum of 1, 2) $_____

4. Grand total of estimated expenditures for present year $_____

5. Estimated surplus for year $_____

6. Estimated deficit for year $_____

ATHLETIC DEPARTMENT ESTIMATED EXPENDITURES

For School Year 19____-19____ **For_____**
(Sport)

Expenditures	Estimate 19____ 19____	Actual 19____
Transportation		
Scouting		
Game Officials		
Guarantees		
Meals and Hotels		
New Equipment		
Care and Repair of Equipment		
Training, First Aid, and Medical Supplies		
Pictures and Films		
Advertising		
Laundry and Cleaning		
Printing		
Dues and Fees		
Insurance		
Awards		
Coaching School Expenses		
Telephone and Telegraph		
Maintenance		
Wages		
Guards		
Ticket Takers and Sellers		
Lighting		
Total		

Signed_____

Some of these items do not pertain to your sport.
Add any items not listed.
List new equipment to be ordered on back of this sheet.

Per-Sport Estimated Expenditures Form

THE COACH AND SELF-EVALUATION

Basic and vital information has been provided concerning all phases of the coaching profession. It is necessary to utilize this information to self-evaluate and determine whether your qualifications satisfactorily meet the high standards desirable to be a member of the coaching profession.

I. Responsibility to the profession.

- As a member of the coaching profession, did I as a student and do I now as a coach take advantage of every opportunity to prepare myself both educationally and on the field to be as knowledgeable and conscientious as any others working in their chosen professions?
- As a member of the coaching profession, do I possess a sincere love and dedication to the objectives which athletics represent?
- As a member of the coaching profession, do I have a sincere desire to positively serve, influence, teach and guide others?
- As a member of the coaching profession, do I intend to spend those years attempting to contribute to the growth of the profession through involvement beyond that which is required?
- As a member of the coaching profession, do I realize where my loyalties must lie and what priority sequence must be observed? (Matters dealing with school, home, community and program must all be considered.)

II. Responsibility to the program

- Will my decisions affecting the team in regard to the following areas always reflect morally and ethically sound thinking:
  - —Do I always adhere to the eligibility rules of my school, conference, and state association?
  - —Do I always accept the judgment of professionally qualified medical personnel in each case so as not to endanger the health or welfare

of any of my athletes no matter how important that individual may be to team success?

—Will I accept each athlete individually and on his own merits without regard to any stereotype of race, religion, or ethnic background?

—Do I accept winning and losing without any unnecessary display of emotions?

—Am I effectively organized so that athletic involvement of students and of staff is not detrimental to mental, physical, or social development?

—Do I attempt to inspire my athletes to be the example for proper behavior rather than the exception to because of their unique position among their peers?

III. Responsibility to self

- Do my players see in me those qualities which I attempt to instill in them?
- Is my association with the team such that they identify with me rather than my having to alter my personality to establish the necessary rapport with them?
- Am I appreciative of all concerned individuals and organizations who contribute to the successful operation of the program and do I show proper acknowledgment?
- Do I accept changes, new methods, and innovations that will benefit the program rather than hold to a hard line of resistance because of outdated traditional beliefs? This is not to say that all methodology of the past is necessarily outdated, only that possible improvements should be given due consideration.

National Code of Ethics

HIGH SCHOOL COACHES

AS A PROFESSIONAL EDUCATOR

I WILL

Exemplify the highest moral character, behavior, and leadership.

Respect the integrity and personality of the individual athlete.

Abide by the rules of the game in letter and in spirit.

Respect the integrity and judgment of sports officials.

Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement.

Encourage a respect for all athletics and their values.

Display modesty in victory and graciousness in defeat.

Promote ethical relationships among coaches.

Fulfill responsibilities to provide health services and an environment free of safety hazards.

Encourage the highest standards of conduct and scholastic achievement among all athletes.

Seek to inculcate good health habits including the establishment of sound training rules.

Strive to develop in each athlete the qualities of leadership, initiative, and good judgment.

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